

## THE BULLETIN

JANUARY 29, 2001 ~ 54TH YEAR ~ NUMBER 11



## University Grieves for Slain Lecturer

Memorial service for David Buller held Saturday at Great Hall

BY BRUCE ROLSTON

THE UNIVERSITY RALLIED AROUND THE GRIEVING FAMILY, friends, colleagues and students of slain art instructor David Buller, as police continued the search for his killer.

Buller, a senior lecturer in the department of fine art, was found dead in his studio at 1 Spadina Crescent early in the morning of Jan. 19. Metro Police later confirmed the death was a homicide.

President Robert Birgeneau, who was out of the country on business last week, expressed his deep sorrow and voiced his concern for those closest to Buller.

"I share the community's profound shock at this senseless tragedy. Our thoughts are with David Buller's family, his students and colleagues and the many others whose lives he touched," Birgeneau said. "An important part of his legacy is his art and the emerging talents he nurtured in his classes. These will endure, as we help each other through this very difficult time."

A memorial service was held Saturday at 3 p.m. in the Great Hall at Hart House, followed by a news conference. As well, over half-a-dozen university agencies are involved in consoling and counselling members of the university community who have been particularly affected by Buller's death. A series of packed meetings were held last week in Sidney Smith Hall during which representatives from campus police, the chaplains' office and other on-campus services updated the U of T community on police progress as well as to explain the university's response to the tragedy. Counsellors are also arranging to be on hand when Buller's students return to class this week.

Last week the fine art department cancelled its studio art classes in the university's visual studies program while it

reorganized to cover Buller's courses. Fine art chair Marc Gotlieb said the impact was magnified by the small size of Buller's program and department. "David was well known and admired by many, many people, for whom this is a shocking loss of an old friend. But with only a few hundred students, visual studies is a close-knit group — for them David's death has been particularly hurtful."

There is also determination that the program will go on, Gotlieb said. "I believe David himself would urge that this act of violence not throw the program he loved off course."

Accordingly, Gotlieb said, a scholarship fund in Buller's honour is being set up to provide financial assistance to students in the visual studies program. The department office is also accepting any condolences community members wish to send on to Buller's family. Although police stressed they do not believe any other members of the community may be at risk, campus police are stepping up their presence at 1 Spadina and Sidney Smith Hall.

"What we're trying to do is create an environment that reassures

the community," said campus police head Dan Hutt. "Because a suspect has not been identified, we're not taking any chances, even though the city police believe David Buller was the intended and sole target of this attack."

An autopsy confirmed Buller died of multiple stab wounds. Police say he was last seen in the elevator at 1 Spadina around 1 p.m. but missed his scheduled classes later that afternoon. Police are asking anyone who may know anything related to the crime to contact them at 52 Division or call 416-808-5204.

Anyone wishing to make a contribution to the



A lone bouquet lies outside Buller's studio Wednesday morning. A police officer guards the room.

David Buller Memorial Fund may do so by making cheques payable to the University of Toronto and mailing them to 21 King's College Circle Toronto, ON M5S 3J3. Donations can also be made by calling 416-978-0811.

STEVE BEHAL

SSHRC Awards  
\$3.8M to U of T

BY MICHAH RYNOR

TWO MAJOR U OF T RESEARCH projects were recently awarded a total of \$3.8 million from the Social Sciences and Humanities Research Council of Canada.

Professors David Wolfe of political science and Meric Gertler, Goldring Chair in Canadian Studies at University College and the department of geography, along with a team of investigators across the country, will receive \$2.5 million for a five-year study to examine how clusters of business firms and institutions such as universities and national laboratories contribute to innovation and economic growth in their local settings.

Another \$1.3 million was awarded to Professor Neil Nevitte of political science and his research group, which will analyze data from the last federal election.

The regional development project is important, Gertler explained, because the team is "trying to unlock the secrets" of how regional economies make the transition to knowledge-based growth — whether those economies are based on mature industries such as wood products or on new technology such as photonics. The fact that the project straddles both academia and the public policy sector, he added, makes it even more significant.

Wolfe agreed: "This is not a purely academic endeavour." The team's partners include the National Research Council, Statistics Canada and the provincial Ministry of Energy, Science and Technology. Currently the team is negotiating additional sources of funding that could add an estimated \$1 million to \$1.5 million over the life of the project. Wolfe and Gertler's group

~ See \$3.8M: Page 2 ~

\$5 Million Sought for  
Research, Business Complex

BY PAUL FRAUMENI

THE UNIVERSITY OF TORONTO'S involvement with a major downtown research-business complex — the first of its kind in Canada — received an important vote of confidence from the university's planning and budget committee Jan. 23.

The committee voted unanimously in favour of the university contributing \$5 million to the not-for-profit corporation known as the MARS (medical and related sciences) Discovery District. The complex will include facilities for start-up companies created to develop and market research discoveries. Related businesses and services such as patenting offices, law firms, venture capital offices and related government services would also be part of the complex.

Professor Heather Munroe-Blum, vice-president (research and international relations), is a member of the volunteer group that is

spearheading the initiative. She told the committee that the \$5 million from the university will be combined with contributions being sought by MARS from other sources to purchase land for sale on College Street, just east of University Avenue on property currently owned by the University Health Network, or nearby.

"This represents a superb opportunity for the university to support an initiative of key importance not only to the university but also to Toronto, Ontario and Canada," said Munroe-Blum. "It will result in a dramatic leveraging of our contribution and a number of very positive benefits to our faculty and students. MARS will also contribute greatly to our capacity to extend the application of our research and the exciting new convergence of formerly separate fields of science to the benefit of the broader community."

The project is being organized by a group of academic and business leaders that includes, among others, President Emeritus John Evans as chair, Munroe-Blum, and university governors Paul Godfrey (president, Toronto Blue Jays) and Joseph Rotman (executive chairman, Clairvest Group Inc.).

If the project proceeds, the complex of buildings will house a variety of tenants involved in the enterprise of transferring and commercializing research conducted at the University of Toronto and major U of T-affiliated hospitals and research institutes.

"I think MARS is a tremendous way for Canada to build a powerhouse of medical and scientific growth, stronger research capacity and partnerships to create new jobs and keep the best and brightest minds here," said Evans, who was president of U of T

~ See U of T: Page 2 ~



## IN BRIEF



### Sedra's appointment extended

PROVOST ADEL SEDRA'S TERM OF OFFICE HAS BEEN EXTENDED BY ONE year to June 30, 2002. At the Dec. 14 Governing Council meeting, Wendy Cecil-Cockwell, council chair, told the meeting that Sedra had served the university with extraordinary dedication and had provided President Robert Birgeneau with tremendous support since he assumed office. Sedra's continued presence would be essential to the central administration's effective operation, she noted, especially as the university moved to recruit a new vice-president (business affairs) as well as a vice-president (human resources).

### Monroe-Blum joins Team Canada trade mission to China

PROFESSOR HEATHER MUNROE-BLUM, VICE-PRESIDENT (RESEARCH AND international relations), will represent U of T on a Team Canada trade mission to China and Hong Kong led by Prime Minister Jean Chrétien, Feb. 9-18. Team Canada will travel to Beijing, Shanghai and Hong Kong to promote and advance bilateral trade and investment interest, though Munroe-Blum will be unable to participate in the Hong Kong stop. The mission will enhance a growing relationship with China through people-to-people links across sectors including business, research, educational and institutional collaborations and exchanges.

### Charges against Ohayon dropped

CRIMINAL CHARGES AGAINST ELAN OHAYON, A GRADUATE STUDENT representative on Governing Council, were dismissed at his trial Jan 23. Ohayon faced charges of assault with intent to resist arrest and received tickets for trespassing on public property and erecting a tent structure without a permit. The charges stemmed from an incident during a demonstration against homelessness in Allen Gardens Oct. 21. The judge dismissed the charges on the basis that there was not enough evidence to convince him that Ohayon had the mind or intention to commit an assault. The protest, known as the Allens Gardens Project, is an ongoing sleep out every Friday night to raise awareness around the lack of affordable housing and the increasing level of poverty in the city.

## AWARDS & HONOURS



### Faculty of Arts & Science

PROFESSOR GEORGE ELLIOTT CLARKE OF ENGLISH was awarded the prize for Outstanding Writer of a Television Film or Series by the Black Film and Video Network of Toronto for the screenplay he wrote for the TV movie *One Heart Broken Into Song*, a drama aired on CBC in November 1999. The award was presented at a gala awards ceremony Sept. 9. He was also nominated for a Gemini Award in the Best Writer category for the screenplay.

PROFESSOR MCALLISTER JOHNSON'S *LES PEINTRES du Roi, 1648-1793* for the Musée des Beaux-Arts, Tours, was named Exposition d'Intérêt national for 2000 by the French Ministry of Culture and Communication. Now in its second year, the award is given for exhibitions of scholarly quality and innovative cultural animation. Johnson is a professor in the department of fine art.

PROFESSOR JOHN MUNRO OF ECONOMICS WAS elected a foreign member of the Royal Flemish Academy of Belgium for Science and the Arts Oct. 21, becoming the second Canadian elected as a foreign member of the academy; Father James McConica, president of the Pontifical Institute of Mediaeval Studies, was elected in 1988. The academy is an autonomous, independent and multidisciplinary learned society for the practice and promotion of science and culture.

### Centre for International Studies

SYLVIA OSTRY, DISTINGUISHED RESEARCH FELLOW and former chair of the Centre for International Studies, received the Career Achievement Award at the second annual Canadian Policy Research Awards Nov. 30 in Ottawa for her outstanding contribution to the field of policy research and implementation. The policy research awards, launched in 1999, are the outcome of Canada's Policy Research Initiative.

## \$3.8M in SSHRC Grants Awarded

~ Continued from Page 1 ~

will include 22 researchers, an equal number of collaborators and 12 international experts.

Nevitte, meanwhile, will work with two researchers from the University of Montreal and one from McGill University. "We

want to find out who learns what information during the course of an election campaign, which factors affect what they learn and whether it makes any difference," he said.

Nevitte conducted a similar study on the previous federal

election five years ago and he expects this new study, which is in some ways a sequel to this earlier research, to take five years to complete. "This information will, for one thing, help political parties communicate more successfully with citizens."

## U of T May Back Research, Business Complex

~ Continued from Page 1 ~

from 1972 to 1978 and is currently chair of Torstar Corporation.

Munroe-Blum said a wide range of research would benefit from the complex including medicine and pharmacy and related medical and biotechnology fields. But she also expects "a very broad balance of research applications" from fields such as electrical and computer engineering, computer science, chemistry, physics, mathematics,

materials science, management, forestry, zoology and law.

Professor David Naylor, dean of the Faculty of Medicine, was excited about MARS, calling it "a terrific boost" to the university's ability to transfer scientific and technological innovations to the marketplace. And while it will provide a dynamic convergence of researchers, technologies and commercialization, Naylor was reassured that the complex would have "the appropriate

physical distance from the university's primary academic enterprise."

If the \$5-million contribution is approved, U of T will be granted two seats on the 10-member board of directors as well as access to space in the complex. Munroe-Blum noted that the \$5 million would be the only direct financial commitment the university would make to MARS. The proposal goes next to Academic Board for discussion on Feb. 15

## ON THE INTERNET

### FEATURED SITE

#### Marine mining



DID YOU KNOW THAT CANADA owes much of its mineral heritage to ancient seas that covered the Earth? The Scotiabank Marine Geology Research Laboratory is dedicated to the scientific study of the ocean floor, marine geology and geophysics, especially metal deposits currently forming on the seafloor. In addition, collected data will aid the search for on-land metal deposits that have great economic potential. Click on the research and people profiles for some incredible images and comprehensive descriptions of various projects such as ocean mining and seafloor hydrothermal deposits. Currently, there are 140 worldwide sites where metallic mineral deposits are being formed by hot springs in the deep ocean. The vented hot water is generally 350°C, carrying high concentrations of dissolved metals and other elements. An online map indicates the research lab's impressive global representation, particularly the Pacific Ocean.

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<http://www.geology.utoronto.ca/marinelab/intro/index.html>

#### U OF T HOME PAGE

[www.utoronto.ca](http://www.utoronto.ca)

#### THE CAMPAIGN FOR U OF T

[www.uoftcampaign.com](http://www.uoftcampaign.com)

#### RESEARCH UPDATES (NOTICES)

<http://www.riz.utoronto.ca>

#### PHD ORALS

[www.sgs.utoronto.ca/phd\\_orals.htm](http://www.sgs.utoronto.ca/phd_orals.htm)

#### U OF T JOB OPPORTUNITIES

[www.utoronto.ca/jobopp](http://www.utoronto.ca/jobopp)

If you want your site featured in this space, please contact Audrey Fong, new service officer, at [audrey.fong@utoronto.ca](mailto:audrey.fong@utoronto.ca)



### SITES OF INTEREST

#### Coping with aging

BAYCREST CENTRE FOR GERIATRIC CARE AND SENECA COLLEGE have recently developed an excellent online learning tool, Memory Loss and Dementia. The site provides comprehensive information that explains the types of memory changes associated with normal aging and the types of cognitive disorders relating to memory loss and dementia. In addition, the site offers caregivers a helpful checklist of coping skills when dealing with difficult patient situations. The Baycrest Centre is a teaching hospital affiliated with U of T.

<http://partners.senecac.on.ca/baycrest/>

#### Medieval meets multimedia

THE PONTIFICAL INSTITUTE OF MEDIAEVAL STUDIES HAS recently relaunched its Web site with breathtaking graphics and a new URL. The user-friendly site contains a range of features that include an events calendar, abstracts, catalogue of books in print, newly published titles, research programs and a guide to online resources. If you're expecting to find sound files to Gregorian chants, you'll just have to wait for the next spring performances of Sine Nomine.

<http://www.pims.ca>



# Another First: U of T Earns Top Credit Rating

BY JUDY NOORDERMEER

THE UNIVERSITY OF TORONTO IS a better risk than the province, according to North America's top credit rating agency.

After a review of the university's books, Moody's Canada Inc. gave U of T a financial strength rating of Aa2 — one level higher than the university's largest single funder, the Province of Ontario. This is the first time the agency has rated a Canadian university.

In making its assessment Moody's noted U of T's diverse income, steady student enrolment and aggressive development campaign. The university has been "financially prudent," according to Professor Jack Carr, chair of economics. He explained that an organization's debt plays a huge role in a credit rating. U of T's long-term debt is currently \$65 million, an amount Carr described as "peanuts."

By contrast, the province's heavy debt loads, inherited from previous years, account for its lower rating. Ratings are reviewed annually so they often change, he added.

More important than bragging rights, however, the high rating means cost savings for the university as it embarks on an unprecedented level of construction over the next several years. The higher the rating, the lower the interest rate on the money U of T borrows, explained Bob White, chief financial officer. "When lenders and financiers loan or invest money, they want to know that a credit-rating agency has looked over your books very carefully and concluded that you are a very good risk."

Moody's rating paves the way for a new approach to borrowing for capital projects at U of T, he said. The university has typically borrowed on a building-by-building basis in the past, going to a lender

for each project. But the university now has a "very ambitious capital building program" in the works with close to \$160 million in construction planned for just the next few years alone. With the strong credit rating, the university can borrow the funds all at once "at a much better rate," he added.

The university has hired CIBC World Markets and Merrill Lynch to recommend the best approach to securing lenders. The university may opt for a private debt placement if a large investor such as an insurance company or a pension plan can be found. "They may be attracted to a bond offering from a solid organization like the University of Toronto," White said. The other option is for the university to issue a bond offering to the public. While U of T's approach has yet to be determined, White said the borrowing will likely take place in April or May.



PHOTO COURTESY OF NATIONAL LIBRARY OF MEDICINE, BETHESDA

## The Lady Was an Activist

BY MICHAH RYNOR

IF HISTORY PROFESSOR THOMAS McIntire had his way, Florence Nightingale would be on the curriculum of every theology, political science and philosophy student.

The lady with the lamp, as Longfellow referred to her in his famous poem, is still remembered as the nurse who bravely tended to the injured and dying soldiers of the Crimean War. But she was also a feminist, philosopher and social activist — although most of her contemporaries and admirers never knew it, said McIntire.

McIntire, who is also at the Centre for the Study of Religion, is part of an international research team that will spend many years producing a 15-volume study of the famous nurse. The work will include everything she ever wrote during her lifetime (1820 - 1910). His contribution will be a critical interpretation of a very controversial 500-page text that Nightingale began writing in 1850 — finishing it 10 years later — but never published.

"What is significant about this essay is that it uncovers some unusual sides to Nightingale that most people aren't aware of," he said. "The public remembers her as the founder of modern nursing but they don't know the theologian, philosopher, social critic and women's rights activist that is certainly revealed in her essay, *Suggestions for Thought to the Searchers After Truth Among the Artizans (sic) of England*."

Although small sections of this mammoth work have been printed in various forms through the years, the entire essay has never appeared. In fact, Nightingale herself decided against submitting it to publishers. McIntire believes Nightingale was hesitant to release the work because even she believed it would have been regarded as unseemly for a woman to have such unorthodox theological and political ideas.

"In her time, the release of such a document would have been a stun-

ning and disturbing thing to do," McIntire said. "In the essay she is absolutely scathing on the plight of women in 19th-century England as well as the economic system of the day. This alone would have brought a considerable amount of criticism down on her head. Through these pages she comes through as a fiercely independent thinker, highly critical of people whose thoughts and ideas she doesn't like."

Especially intriguing is the fact she began writing what is considered a searing social criticism during the same time her own public image of self-sacrificing womanhood shone brightest in the imagination of Victorian England. "I guess you'd have to say that this side of Nightingale fills out the picture of who she really was, helping us better understand her public accomplishments," McIntire said.

"Even while she was alive there were detractors who made the point that she was a gruff and at times abrupt personality especially when she was trying to make a point. Even today I think people are going to be surprised by this text."

Despite all the public adulation, Nightingale never married; clues to her decision turn up in the essay. "She simply rejected the role that was presented to her by family members and the aristocracy of 19th-century England," McIntire said. "She didn't want to be placed in a woman's role that she would call inactive and passive."

However, stained-glass windows in a small Anglican church in Elora, Ont., suggest that love was not unknown to the famous nurse. The windows depict Nightingale and her cousin, the Reverend John Smithurst, who left England to minister in the small community. Local legend has it that the two had an unfulfilled (because of social norms) love for each other and to this day the church still has the silver communion set Florence gave John.

McIntire's research is funded by the Social Sciences and Humanities Research Council of Canada and the University of Toronto.

# Teaching Hospitals Treat Breast Cancer Better, Study Shows

BY MEGAN EASTON

A NEW STUDY HAS RAISED questions about the quality of breast cancer treatment at community hospitals compared with teaching hospitals.

The research, published in the Jan. 23 issue of the *Canadian Medical Association Journal*, found women with early-stage breast cancer who received their initial surgery at teaching hospitals had a 93 per cent overall survival rate after five years compared with 89 per cent for women first treated at community hospitals. The researchers examined data from more than 900 women diagnosed with breast cancer in 1991.

At a news conference announcing these results the researchers cautioned that the study should not be interpreted as evidence for the inferiority of surgeons at community hospitals. Instead, the variation in survival rates was probably due to differences in the organization of breast cancer care between the two types of hospitals, they argued. "The study suggests that a comprehensive approach to cancer care including diagnostic, surgical, systemic, radiation and support services can improve survival," said Professor Vivek Goel, one of the study's co-authors. Chair of the department of health administration, he is also supervisor of the lead author, Ruhee Chaudhry, who completed the study for her MSc thesis. At the time of the study, funded by the National Cancer Institute of Canada, this type of multidisciplinary care was more prevalent at teaching hospitals.

The situation in 2001 is very different than it was 10 years ago, the researchers stressed, because clinical

practice and system level changes have likely reduced the variation in care across hospital settings.

Since the early 1990s, many community hospitals have launched comprehensive breast cancer treatment centres similar to those in teaching hospitals, said Professor Carol Sawka of the department of medicine, also a co-author of the study and CEO of the Toronto-Sunnybrook Regional Cancer Centre. New links have been established between regional cancer centres and community hospitals to ensure all patients have access to the most appropriate care, while research advances and the development of practice guidelines have reduced discrepancies in treatment approaches. It is now standard practice, for example, for physicians to consider drug and radiation therapy in addition to surgery for women with early-stage breast cancer.

## ORGANIZATION OF CANCER CARE PROGRAMS IS MORE IMPORTANT THAN THE LOCATION

"Based on my experience as a breast cancer researcher and an oncologist who treats breast cancer patients, I believe that the system and practice changes that have occurred in Ontario over the past 10 years likely have reduced the variation in survival shown in the study," Sawka said.

It is unlikely that differences in surgical skills contributed to the study's outcome, said Professor Denny DePetrillo, director of U of T's

division of gynecologic oncology and head of Cancer Care Ontario's surgical oncology network. Created in 1997, the network's mandate is to promote the sharing of knowledge and resources between community and teaching hospital surgeons.

"There is no reason for women to change where they have their breast cancer surgery," DePetrillo said, commenting on the study. "Community surgeons have the necessary skills to perform breast cancer surgery." In addition to the fact that breast cancer surgery is usually straightforward and a standard part of a general surgeon's training, he said Ontario is ahead of the rest of Canada in creating formal links between community and teaching hospital surgeons.

This is the first Canadian study to examine the impact of breast cancer treatment patterns on survival, Goel said. Although the results may not reflect the current state of breast cancer care in Ontario, he said it is useful to publicize them because they confirm the importance of continuing efforts to link physicians in all parts of the province with the best, most up-to-date information and resources. All of the authors said this study is not meant to promote a policy change towards more centralized cancer treatment. "The organization of cancer care programs is more important than the location," said Sawka.

Last year, approximately 7,500 Ontario women were diagnosed with breast cancer and 2,100 died from it, according to Cancer Care Ontario. Breast cancer has one of the highest survival rates of all cancers, with an overall rate of 81 per cent.



# Hart House Happenings

7 Hart House Circle • www.utoronto.ca/harthouse

## SPECIAL EVENTS

**Elections for Graduate Committee and Recreational Athletics Committee** - nominations received from 9am Mon. Feb. 5 to 2pm Fri. Feb. 23. Nominations forms available at the Hall Porters' Desk. Call 978-5363 or e-mail linda.offman@utoronto.ca for more information. Vote at 9am Tue. Feb. 27 to 2pm Fri. Mar. 2.

**Formal Debate** featuring former premier of Ontario, **Bob Rae**, Wed. Jan. 31 at 7pm in the Great Hall. Call 978-0537 for more information.

**First Annual Poetry Contest** - Details and entry forms available at the Hall Porters' Desk. Deadline is Wed. Feb. 14.

**"Show Your Shorts"** - Film Board's Gala Screening and Competition, Thurs. Mar. 15 at 7pm. Deadline for submissions is 5pm, Thurs. Mar. 1. For more information, see the web site at hntb.sa.utoronto.ca

**Graduate Committee Dinner** - Justice Marvin Zucker, Mar. 7 at 6pm. Call 978-2447 for tickets.

**One-Act Play Writing Contest** - Submissions will be accepted of the Hall Porters' Desk up to Mar. 1, 2001. Call 978-6315 for details.

**The Cherry Orchard** by Anton Chekov will be performed Mar. 22-24 at 8pm in the Hart House Theatre. \$10 and \$8 for students. Call 978-8668 or visit the Hart House Theatre Box Office for tickets.

## ART

**The Justina M. Barnicke Gallery** - "Women's Art at Hart House: Then and Now". Runs to Jan. 28. West Gallery: "Shack Absorber new Eyes for TV" - David Rakeby. East Gallery: "Bartram: Twenty Years 1980-2000", Feb. 1- Mar. 1. Meet the artists Thurs. Feb. 1 at 5pm in the Gallery.

**Arbor Room** - "Hope", selected works by Calleen Nicholson. Runs to Jan. 27. Hart House Art Competition - Pick up entry forms at the Hall Porters' Desk. First prize \$400, second prize \$300, third prize \$150. Submission dates are March 1, 2, and 3, 2001.

## LIBRARY

**Writuals Literary Pub and Open Stage** with host Roy Hsu. Come out and read! Wed. Jan. 31 from 8:30-11pm in the Arbor Room. Call 978-5362 or e-mail royhhsu@operamail.com for more information. Licensed. No Cover.

## MUSIC

**Jazz at Oscors** - The Waadshoppers' Assaciation, Fri. Feb. 2 and the Graeme Kirkland Quartet, Fri. Feb. 9, both at 8:30pm in the Arbor Room. Licensed. No cover.

## CLUBS & COMMITTEES

**Drama Society** - Play reading of "The Former Roommate" by Jomle Venn, Thurs. Feb. 8 at 7pm in the Committees' Room. Just show up and we'll give you a part!

**FREE Play Writing Workshop** - Tue. Feb. 2 at 7pm in the North Dining Room. Space is limited. Sign up at the Hall Porters' Desk. Call 978-6315 for more information.

**Film Board** - Open Screening, Feb. 8 at 7pm in the Music Room. Submit films at the Hall Porters' Desk by 5pm, Tue. Feb. 6.

## ATHLETICS

**8th Annual Hart House Indoor Triathlon**, Sat. Feb. 3 from 7am-2pm. Kit bags and start time will be available Fri. Feb. 2 from 3-7pm at the Athletics Reception Desk. Call 978-2447 for information.

# HART HOUSE

UNIVERSITY OF TORONTO

# Services Provide Crisis Support

BY MEGAN EASTON

EVERY DAY AT U OF T AN unseen army of professionals quietly comforts and supports faculty, staff and students through personal crises. But when a traumatic event affects the whole university community, they come out in force to let people know who they are and how they can help.

One of the newest resources is the Family Services Employee Assistance Plan (FSEAP), available to all U of T employees who are eligible to participate in the group benefit programs. Launched in August 2000, FSEAP (1-800-668-9920) offers 24-hour access to short-term, confidential counselling. In times of crisis, the critical incident stress debriefing program can assist staff and faculty individually or in groups either on campus or at locations across Ontario.

The Campus Chaplains' Association (978-8100) offers interfaith pastoral counselling and small group programs to the U of T community. Drop-ins are welcome at the office at 44 St. George St. or appointments can be arranged with chaplains of specific religious denominations.

Students seeking help for emotional problems can receive confidential, professional counselling from several offices. Both the Counselling and Learning Skills Service (978-7970) and the Psychiatric Service (978-8070) offer

appointments during regular day-time hours and during a crisis they make it a priority to try to meet the needs of all affected students. In addition to one-on-one counselling, the counselling service can arrange group psychotherapy for students who share similar concerns.

Dr. Sam Minsky, co-ordinator of counselling services, said he wants students to know that a community tragedy affects almost everybody in some way and they should be aware that help is available. "We alert people to the fact that what has happened is traumatic and the body reacts to that," he said. "Very often when people first hear the news they don't feel anything and sometimes they're surprised by that. Later on they may feel angry, sad, hurt, bewildered." Minsky said his staff expects and understands this delayed reaction and is prepared to meet with students at any time after an upsetting event.

While the staff at the Counselling and Learning Skills Service are mostly psychologists and social workers, the Psychiatric Service staff are medical doctors who can prescribe medication if necessary. It's up to students to decide which model of care they are more comfortable with, said Psychiatric Services director Dr. Victor Likwornik. Both individual and group therapy are available.

For after hours assistance, students can go to the new Student Crisis Drop-In Centre (946-7341). In

operation since November, the centre is run by student volunteers who are trained to offer immediate support and referrals to other counselling services on and off campus. Located at the Athletic Centre in Room 1007, the centre is currently open three evenings a week but plans to expand its service soon, said Rae Johnson, co-ordinator of student crisis response programs at U of T (946-7111). Johnson also oversees an on-call team for students in crisis, which is a 24-hour service.

When a violent crime happens on campus, community members may have a heightened concern for their personal safety. Myra Lefkowitz (978-1485), U of T's community safety co-ordinator, can provide information, advice and action plans to address issues of safety and security. Whether it is making people aware of the existing programs, such as self-defence workshops, Walksafer and Worksafer or discussing individual security strategies, Lefkowitz said her goal is to ensure everyone feels safe on campus.

Other crisis response resources on campus include the co-ordinator of lesbian, gay, bisexual, transgendered and queer (LGBTQ) programs (946-5624), who offers counselling, information and education on issues affecting the LGBTQ community at U of T, the sexual assault counsellor at the Counselling and Learning Skill Service (978-0174) and the International Student Centre counsellor (978-8774).

# HENRY N.R. JACKMAN DISTINGUISHED CHAIRS IN THE HUMANITIES LECTURES

The Vice-President and Provost is pleased to announce the Henry N.R. Jackman Distinguished Chairs in the Humanities Lectures which will take place over the next five weeks. Made possible through a generous gift from the University's Chancellor, Henry N.R. Jackman, a Distinguished Chair will be appointed in five different areas in the humanities: Philosophical Studies; Historical Studies; English, Literary and Linguistic Studies; Classical and Ancient Studies; and Arts and Culture. Candidates in three of these areas will be visiting the campus to deliver lectures in their academic areas.

## ARTS AND CULTURE

Professor Wendy Steiner  
University of Pennsylvania  
"The Trouble with Beauty"  
February 14, 4:00 p.m.  
Room 140, University College

Professor Michael Steinberg  
Cornell University  
"History, Memory, Modernism: Reading Charlotte Salomon"  
February 5, 4:00 p.m.  
Room 1083, Sidney Smith Hall

Professor Susan Youens  
University of Notre Dame  
"Ego, Ehrgeiz, and the Lied: Contexts around a late Schubert Song"  
January 29, 3:30 p.m.  
Room 330, Edward Johnson Building

## CLASSICAL AND ANCIENT STUDIES

Professor James Lennox  
University of Pittsburgh  
"Aristotle on the Unity and Disunity of Science"  
February 2, 4:00 p.m.  
Room 161, University College

Professor Warren Treadgold  
Saint Louis University  
"Between Social and Political History: Byzantine Prophecies and Bridesows"  
January 25, 4:00 p.m.  
Room 140, University College

## PHILOSOPHICAL STUDIES

Professor Thomas Hurka  
University of Calgary  
"What makes the Vices Vicious?"  
January 18, 4:00 p.m.  
Room 179, University College

Professor Martin Kusch  
Cambridge University  
"Testimony"  
February 7, 4:00 p.m.  
Room 323, Old Victoria College,  
91 Charles St. West

Professor James Tully  
University of Victoria  
"Political Philosophy and Enlightenment"  
February 1, 4:00 p.m.  
Room 179, University College

All members of the university community are invited to attend these lectures.



# DRESSED FOR SUCCESS

*Licensing and marketing office aims for flexible uniformity*

BY STEVEN DE SOUSA

**K**YLE WINTERS IS OUT TO GIVE U OF T A MORE consistent look. And he's got a licence to do it. Hired last summer as the university's first associate director of licensing and marketing, Winters has been busy contacting deans, directors and student leaders over the past few months in an effort to collect names of companies who supply U of T merchandise and graphics currently in use.

This month, these suppliers will have an opportunity to apply to become licensed merchandisers of the university. All new licensees will have to comply with a new "code of conduct" that demands all products bearing a U of T image — from staff uniforms to frosh T-shirts to promotional coffee mugs — be produced under humane and non-exploitative conditions. The code sets a minimum standard for working hours, prohibits child labour, discrimination, harassment, abuse and forced labour and insists on a safe work environment.

This new policy, developed with input from student leaders and the campus-based group, Students Against Sweatshops, will be the first in Canada to require a written history of the product — right down to the name and location of the factory where it was produced to ensure compliance with the code of conduct.

"We're telling suppliers that if they want to apply for this and become licensed, here are the rules of the game," says Winters. "Right off the bat, they will have to sign off that they've read our policy and will obey the rules."

In fact, all licensees will have to reiterate on three separate occasions that they are in compliance with the new policy. "When you ask them to sign three different pieces of paper on three separate occasions, a one-time non-compliance could be an oversight but after three times you know they're lying and then we would have to deal with them accordingly."

Winters says one of the byproducts of having a central clearing house for U of T merchandise will be a more consistent look and the development of a recognizable U of T

brand. This hasn't happened, he believes, because there has never been a central office to assist the many divisions with design. "Each time a division needs to come up with a T-shirt or a water bottle, they have to start from scratch," he says.



"We'll be able to make quick modifications to what will already exist in our style guide to suit their needs."

Winters emphasizes that his office was not created to be restrictive. "We want to provide as much assistance as possible by giving people models to choose from. We're trying to build in logos that say U of T and work with the existing crest but where flexibility is needed, we can build it in." Winters has already received about 40 graphics from across the university, including Mississauga and Scarborough, many

incorporating the U of T crest.

He hopes this exercise will be as well received — and as flexible — as the Great Minds for a Great Future theme of the Campaign for the University of Toronto. That slogan has been adapted by several offices across the campus including Disability Services for Students (Great Wheels for Great Minds) and the Rotman School of Management (Great Minds for Great Business).

Prior to coming to the university 14 years ago, Winters was an elite level gymnastics coach at Cambridge Kips, a gymnastics club in Cambridge, Ont. Most recently he was director of marketing and community relations in the Faculty of Physical Education and Health. Institutional knowledge and related experience aside, Winters feels his coaching experience is an asset that qualifies him most for this job.

"This is one of those jobs where, on the one hand, you have students who occupied the president's office, an admin assistant who just wants to order some pens and then a dean who wants to re-examine a faculty's logo," he says. "Within the team there are so many different personalities and it will be my job to get them to perform together."

Winters is particularly excited about organizing an annual vendor fair on campus, likely beginning this spring, bringing together licensed suppliers with student and alumni groups, administrators — anybody who uses U of T merchandise.

"This really affects every office on campus and if people haven't been in touch with us yet, they should pick up the phone because we're an extension of what they do."

He is certain about two things — that his office will continue to evolve to meet the needs of the university's many constituencies and that the U of T crest is staying put. "You can't take a corporate crest and change its colours, it's a registered trademark," he says. "There are many strong elements in our program right now but the crest is sacred."

ROB ALLEN

## Provost Responds to Thompson Task Force

BY BRUCE ROLSTON

**T**HE UNIVERSITY NEEDS TO BETTER support its educators who want to use information technology to enhance their teaching and research, and recognize its innovators in this area, Provost Adel Sedra says.

Sedra was responding to last fall's report of the task force on academic computing and new media, chaired by Scarborough principal Paul Thompson. Sedra originally commissioned the Thompson task force to set new objectives for the university's use of information technology and new media in its teaching, learning and research.

The provost's official response, released Jan. 22, shows the university is moving to implement many of the Thompson report's 52 recommendations, although it is deferring on some of them. While the provost agreed U of T needed to offer more financial resources for courseware development, he rejected changes to the tenure process to recognize courseware innovators, saying the existing system meets that need already.

"The current [promotion] policies do not need to be changed but their interpretation and implementation may need to be reconsidered," Sedra said. However, the university does "need to develop a

set of incentives and means to encourage faculty to learn about new technologies and to incorporate them as appropriate into their teaching and research."

Not one but two follow-up task forces are having their first meetings this month to tackle thorny issues identified as being too large and complex for the Thompson report to address.

A key issue still unresolved is the university's position on intellectual property issues surrounding courseware: who owns it, the instructor or the university? Accordingly, Sedra

and Professor Heather Munroe-Blum, vice-president (research and international relations) have jointly commissioned law dean Ron Daniels to head a new task force on intellectual property as it relates to instructional media. The group, which is due to report back by March, is reviewing the university's policies in this area.

Professor Jack Gorrie, the provostial adviser on information technology, said the issue was complex enough to require a separate examination.

"On one hand, some people

would agree a courseware package is like a book: it belongs to the author. On the other hand, with people who invent things using university resources, the university often expects a share of the revenue they generate," said Gorrie, who was a member of Thompson's task force. "Courseware has similarities to both."

At the same time, a second task force will be looking at the question of internet-based education in general, in particular whether there are opportunities for distance education the university

might pursue. The task force on technology-assisted education is being chaired by Sheldon Levy, vice-president (government and international relations). It's due to report in May.

The Thompson report also recommended setting up an Academic Commons to help faculty and graduate students use technology in teaching and research. Sedra agreed the new centre was urgently needed. It would remain part of the library system, under the supervision of Chief Librarian Carol Moore, he said.

## Joker's Hill Proposal Would Keep Site for Research

BY JANET WONG

**A** GROUP OF DEANS AND SCIENTISTS in the faculties of arts and science, architecture and forestry are urging the university to keep intact a tract of land known for its ecological and environmental importance.

Joker's Hill, an estate just north of Toronto, was donated to U of T by benefactor Murray Koffler in 1995. The estate covers approximately 860 acres of land and is located on the northern edge of the Oak Ridges Moraine, a region of land that is in the middle of a tug-of-war between environmentalists and developers.

Professor Carl Amrhein, dean of the Faculty of Arts and Science, says U of T researchers and scientists are "not keen" to see Joker's Hill either developed or sold off. They submitted a proposal to the provost in early December asking that the university keep Joker's Hill fully intact and provide base funding to maintain the estate, estimated at about \$300,000 a year.

The group has also applied to the Canada Foundation for Innovation seeking \$5 million in funding to build a research station at the site.

Professor Michael Finlayson, vice-president (administration and human resources), said the univer-

sity's preference is also to keep the entire site for research purposes. He added that the likelihood of it being sold off is "quite small" and expects that funding will be found from a variety of sources. "It's not so much a decision of whether we sell it or whether we keep it, the decision is really how to support it."

Amrhein argued that Joker's Hill supports a rich and very diverse ecosystem and offers a vast array of teaching and research opportunities.

Furthermore, Amrhein said, with the rate at which the Greater Toronto Area is growing, this

region could eventually be one of the few natural reserves left in an intensely urbanized environment.

Professor Rorke Bryan, dean of the Faculty of Forestry, said Joker's Hill provides some of the few remnants of the original forest vegetation in this area, the so-called Carolinian forest, which is for practical purposes virtually extinct.

"It gives us some chance to look at the whole range of ecosystems that were characteristic of this forest type," he said.

A decision on the future of Joker's Hill will be made within the next two months.



# AN IMPORTANT MESSAGE

## FOR U OF T SESSIONAL FACULTY

A group of sessionals has begun meeting, for the purpose of forming a union for U of T Sessional Faculty. To assist this endeavour, they have contacted the Canadian Union of Public Employees (CUPE), the union that represents sessionals at many other universities, including York and Ryerson.

### **Why a union for U of T sessionals?**

U of T sessionals lag far behind other – unionized – sessionals in salaries, job security, benefits and academic supports. This, despite the large and increasing volume of teaching performed by this part of the university's teaching staff.

We intend to change that.

To do so, we need your help. At least 40% of all of us must sign a card indicating our interest in a union, before the Ontario Labour Relations Board will conduct a certification vote.

If you would like to sign a card, or want further information, contact Derek Blackadder at (416) 292-3999, 1-800-362-0974, or at [dblackadder@cupe.ca](mailto:dblackadder@cupe.ca)





# ICEBERGS, STORMS...AND STALE CARROTS

*Geology graduate student recounts Antarctic research voyage*

BY SUE TOYE

IT SOUNDS LIKE A SCENE FROM Wolfgang Peterson's hit film *The Perfect Storm*. Nicole Januszczak is describing a harrowing moment in which she was on a drilling ship in the South Indian Ocean in a middle of turbulent seas.

"It was like standing on a third-floor balcony and watching a 45-foot wall of water coming at you," she recalls with an impish grin. A PhD student in sedimentology, Januszczak looks surprisingly relaxed as she recounts one of the more "exciting moments" of her expedition to the tip of the southern hemisphere: Antarctica.

Januszczak and a team of 30 international scientists were travelling to Antarctica aboard a research ship when they were blindsided by the raging storm. Ocean currents tossed the gigantic rig like a corkscrew. "You get into this surreal attitude where you think 'I'm indestructible and nothing will happen to me or to this ship,'" she recalls.

But for Januszczak, braving the elements was a small price to pay for the chance to work with people she considers to be some of the greatest minds in geosciences — and to gather first-hand data for her thesis on continental glaciers.

Leaving the comforts of home last January, she embarked on an expedition that she says changed her academic life irrevocably. Along with the other team members, she was part of the Ocean Drilling Program (ODP) in the Antarctic to find clues as to what this frozen continent may have looked like millions of years ago.

ODP, funded by the U.S. National Science Foundation, is the world's largest earth science research team and its goal is to conduct research on the ocean's sea basins and subsurfaces to unlock the secrets of the Earth's past, present and future. Januszczak was one of only two Canadian scientists asked to join the team; the other was her supervisor, U of T at Scarborough professor Nick Eyles, a world-renowned



glacier sedimentologist.

Travelling on the ODP's JOIDES Resolution, a scientific drilling ship the size of two football fields, Januszczak sailed for 14 days from Fremantle, a coastal town west of Perth, Australia, to the icy regions of Prydz Bay, Antarctica. There she spent two months gathering data on when glaciers began to form on the continent and compared this data with information mined from the eastern side of the Antarctic.

Using long steel pipes, the ship's crew drilled deep tunnels into the ocean's basins at three different sites on the Prydz Bay continental shelf and outlying areas. What came up was a snapshot of what Antarctic looked like millions of years ago. To the naked eye, the core sediment may look like meaningless sludge but to these scientists, the muck brings them one

step closer to piecing together the puzzle of Earth's history.

Indeed, the oldest section of the core sample dates back 90 million years and reveals a warmer Antarctica in which rivers cut ribbons through the land and carnivorous plants such as sundews and Venus fly traps thrived along side stunted trees. The mean annual temperatures were thought to be slightly above zero degrees, Januszczak says, likening the environment to present day southern Chile.

But the sediment core also revealed something else; glaciers began to form about 35 million years ago, eight million years earlier than scientists had previously thought. She attributes this sudden shift in climate partly to a cold current that encircled Antarctica, thereby isolating the continent from warmer currents and the rest of the Southern Hemisphere.

Taking core samples from beneath the ocean floor was not always easy Januszczak says. "When you think of

icebergs, you think of this big lumbering thing but those suckers can move!" She recounts one incident in which a fast-moving iceberg forced the ship to shift its position very quickly.

Besides dodging icebergs and bad weather, perhaps the hardest to endure was the monotonous diet aboard ship. "I would dream about shopping at Loblaws," she laughs as she recalls the weeks living on stale carrots.

Since her return to Toronto, Januszczak has been working to apply the data culled from the expedition to create a model that would describe conditions on the Antarctic as the continent began to ice over. From there, she hopes to use this model to unlock the histories of other glaciated environments around the world.

PHOTO COURTESY OF NICOLE JANUSZCZAK

## NO LAUGHING MATTER

*Law program promotes pro bono work and a sense of social responsibility*

BY JUDY NOORDERMEER

WHAT DO YOU CALL A LAWYER WHO provides services for free? At one time, you might have been tempted to say: "A rarity." But today that question is answered by a whole new generation of law grads.

Catherine Youdan, Jonathan Cohen and Michelle Henry are part of this new generation. They're U of T Faculty of Law students and recent grads who've taken part in a Canada-wide program that instills the value of the public good. And while that ethic might jar with the more familiar one of high fees and corporate boardrooms, it's one that Pro Bono Students Canada is proud to promote and its participants are eager to embrace.

Pam Shime is the national director. Founded by Professor Ron Daniels, dean of the Faculty of Law, in September 1996, Pro Bono Students Canada has expanded beyond its original Toronto roots to include students at 16 law schools in eight provinces across the country. Close to 400 students participated last fall.

"Public service is a tradition in the legal profession," Shime says. If students experience the rewards of community service early in their law school careers, she believes they will carry a commitment to the work well into their professional careers. While pro bono describes services provided for free,

Shime prefers to operate from a broader definition that includes any work done for the "public good."

In its fifth year of operation, Pro Bono Students Canada has been a "win-win-win" venture, says Shime. Students get to develop practical skills that complement their classroom learning while the community is getting legal services they would otherwise not have received, she explains. And the program also allows each university in the national network "to more fully serve its students."

"It's an excellent opportunity."

Pro Bono participants agree. Youdan, a second-year U of T law student, juggled intense class and study schedules to sign on to the program. Last semester she volunteered with the Family Court in Toronto helping men and women who were unable to afford lawyers "manoeuvre their way through the forms" needed to file claims for child access, custody and support.

"It was a very fulfilling experience," recalls Youdan. "You were helping these people at a time when they felt very frightened, very scared and totally helpless." The need was so great that clients lined up outside her booth in the family court building waiting for service.

Cohen, a recent U of T law graduate, was one of three students who travelled to Thailand last summer to do pro bono human

rights work in the program's most distant placement. After touring Bangkok's 10 juvenile detention centres, he drafted a policy and set of guidelines to improve the system. "I gained an appreciation for the teamwork involved in making systemic change," he says. "Lawyers only bring one perspective to the table." It's one of many lessons he's now applying to his current job as clerk to Justice Michel Bastarache of the Supreme Court.

Meanwhile, Henry's pro bono placement with the African Canadian Legal Clinic last year has helped her make an impact here at home. As a Caribbean immigrant to Canada, the second-year law student has long been interested in human rights issues facing the African-Canadian community. Her placement with the clinic enabled her to draft and present a position paper to the Ontario labour minister about the impact of proposed changes to the Employment Standards Act on the immigrant community. New Canadians and minorities are very vulnerable to changes in labour laws, she explains.

"This was a chance to do something that I wouldn't have done otherwise," Henry says. "I've really gained from it in terms of my outlook on life and my perspective on the community."

Henry's experience and those of her colleagues is exactly what Daniels had hoped when he set up the program along the lines of

a similar one he'd seen in the U.S. He believes the faculty has an important role to play in raising the profile of public service within the legal profession.

"What we're really trying to do is instill some sense of social responsibility so that even if students make the choice to go to Bay Street, they don't see public service as an either or proposition. For us, it's really trying to press back on this idea that a commitment to traditional legal practice necessarily means a retreat from the community."

Daniels points proudly to the more than 300 organizations and associations across the country which have benefited from Pro Bono Students Canada since its inception. Many students have maintained their placements beyond graduation, he adds. Principal funding for the program from the Kahanoff Foundation and the Law Foundation of Ontario has also remained constant.

Interest in pro bono service is indeed taking hold among students at the Faculty of Law. Last year, they formed a group called MAPIL — Mandate for Public Interest Law — to help strengthen and encourage participation in the program and other public interest law activities. Twenty students are active members.

*Pro Bono Students Canada can be found on the Web at [www.law.utoronto.ca/probono/index.htm](http://www.law.utoronto.ca/probono/index.htm).*



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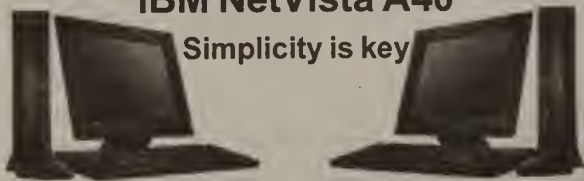


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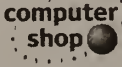
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## Early Childhood Education Focus of New Chair

BY JAMIE HARRISON

**T**HE ATKINSON CHARITABLE Foundation has endowed a chair at the Ontario Institute for Studies in Education of the University of Toronto, donating \$1 million for the study of early childhood education.

The donation, which was matched by U of T, represents the largest single gift bestowed by the Atkinson Charitable Foundation in its 51-year history.

It will endow the Atkinson Charitable Foundation Chair in Early Child Development and Education, supporting the work of a senior professor specializing in early childhood development and lead to the creation of a junior faculty position, expanding

the university's research and teaching expertise in this field. Dan Keating, a professor in the department of human development and applied psychology at OISE/UT, has been chosen as the first holder of the Atkinson chair.

The chair will draw on expertise provided by schools, school boards, educators and education

and by devising new, effective methods of reaching out to those children who are most at risk in our society," said Professor Michael Fullan, dean of OISE/UT.

"Through this gift, we hope to foster a closer working relationship between world class scholars and grassroots leaders working on behalf of a better future for all children," said Charles Pascal, executive director of the Atkinson

UNIVERSITY OF TORONTO  
**thecampaign**  
1995-2004

workers as well as health care practitioners, education policy-makers and international scholars.

"The Atkinson Charitable Foundation's endowment of this chair will enable us to fully explore the capacity of early childhood development by understanding how children learn

Charitable Foundation.

The Atkinson Charitable Foundation funds innovative projects that focus on improving the futures of children and youth at risk. The Atkinson Charitable Foundation was created by Joseph E. Atkinson, publisher of *The Toronto Star* from 1899 to 1948.

## Celtic Heritage Prompts Gift

BY SARAH CHARLTON

**A**LTHOUGH BORN AND RAISED IN Canada, Kathy McCormick always felt the call of her Scottish roots. During a visiting year from the University of Waterloo, McCormick was able to pursue her interest in her heritage by enrolling in the Celtic studies program at St. Michael's College.

Out of that enriching experience, she became a member of the Canadian Celtic Arts Association and attended many events on campus and around the city. Five years later, the University of

Toronto has become home to McCormick who is now on staff as a computer programmer.

"There are so many misconceptions about the university having lots of money but I am well aware of the funding needed for many of the programs on campus," she said, adding that it was important to her to give back to a university that had given so much to her.

This year's faculty and staff campaign presented that opportunity: "Having a personal connection with the Celtic studies program, I wanted to help, and the process was made even easier

with monthly payroll deduction. Knowing my donation will make a difference for one of the most unique Celtic studies programs in North America provides immense satisfaction for me — I hope others will think of their connections to U of T and donate to this year's faculty and staff campaign."

This year's faculty and staff campaign deadline for giving is April 30. For more information about the campaign, and where you can give, please contact Tara Wilson at 416-978-7154 or by e-mail at [tara.wilson@utoronto.ca](mailto:tara.wilson@utoronto.ca).

## Family Care at the University of Toronto Workshops, seminars and groups:

Positioning Yourself for a Career in Academia:

A Workshop for Women Graduate Students	Jan. 26
Choosing Child Care That Works for Your Family	Feb. 8, April 24, June 12
The "Under 5" Set: A Noon Hour Discussion Group for Parents of Young Children	Feb. 13
Maternity Leave Planning (Staff & Faculty)	Feb. 15, April 17, June 5
Cooking on a Budget	Feb. 15
A Parent's Guide to the Internet (Scarborough)	Feb. 28
Father's Group	March 2
Financial Survival for Student Families	March 6
Strategies for Being a Great Parent Without Custody	March 6
Parenting Children with Disabilities	March 8
Being an Advocate for an Elderly Family Member	March 21
What to do with the Kids this Summer	March 28
Help, I Have Teenagers (Scarborough)	March 28
Alzheimer Support Group	April 5

All events are free but many require advance registration by phone or e-mail.



### Family Care Office

University of Toronto  
Koffler Student Services Centre  
214 College Street  
(416) 978-0951

E-mail: [family.care@utoronto.ca](mailto:family.care@utoronto.ca)

[www.library.utoronto.ca/familycare](http://www.library.utoronto.ca/familycare)

The Family Care Office provides free confidential information, referral and guidance on child care, elder care, parenting and other family issues to members of the University of Toronto community.





# Report of the University Ombudsperson to the Governing Council

For the period July 1, 1999 to June 30, 2000

## INTRODUCTION

This annual report covers the period from July 1, 1999, to June 30, 2000. The report provides a statistical summary of the caseload for the year as well as comparisons with the previous three years, updates issues discussed in previous annual reports and highlights specific cases and issues from this year that warrant attention or comment.

The Terms of Reference of the University of Toronto Ombudsperson, revised in 1998 (Appendix "A"), give the Ombudsperson the responsibility to investigate, in an impartial fashion, complaints made by students or members of the teaching or administrative staffs against the University or against anyone in the University exercising authority and to bring to the University's attention any gaps and inadequacies in existing policies and procedures. According to the Terms of Reference, the "Ombudsperson shall initiate an investigation only after attempts at redress through existing administrative channels have been concluded."

The Office is funded by the University and the Ombudsperson reports directly to the Governing Council. Because we offer complete confidentiality, operate from a perspective of impartiality and are accessible to all members of the University community, we are uniquely positioned to call attention to patterns of problems that might be developing across various divisions and to seek early resolution of issues that might otherwise not have been apparent.

The Terms of Reference require that the Office "make an annual report to the University community through the Governing Council." This mandate is evidence of the University's resolve to address shortfalls in policies and procedures. For a number of years the Governing Council has required a formal administrative response to the annual report of the Ombudsperson, thus promoting openness and accountability in dealing with issues and taking a collective responsibility for their resolution.

## I. OFFICE OPERATIONS AND RESOURCES

### I. STAFFING

I was appointed to a three-year term of office as Ombudsperson from July 1, 1998, to June 30, 2001, on a 50% basis. The Chair and Vice-Chair of the Governing Council and the President approved supplemental funding again this year for ongoing administrative support. Linda Natale joined the Office as Secretary on a 50% basis as of July 1, 2000. The Chair and Vice-Chair and the President also agreed to increase my part-time status to 60% in January of 2000 due to an increase in caseload. We are now able to provide year-round, full-day staffing (excluding vacation periods) of the Office on Mondays through Thursdays, with half-day staffing on Fridays.

### 2. REVIEW/APPOINTMENT

The Governing Council last reviewed the resource support of the Office in June 1996, when it approved a base budget reduction from \$192,000 to \$50,000. It is anticipated that budget and resource support will be addressed once again during the Governing Council's organizational review of the Office in the coming year, prior to the end of my term. According to the Terms of Reference, the "Office of the Ombudsperson shall be reviewed on a regular basis, coincident with the end of the incumbent's term, in a manner to be determined by the Executive Committee of the Governing Council."

### 3. CASELOAD

The Office of the Ombudsperson handled 334 complaints and inquiries from July 1, 1999, to June 30, 2000, representing 50 cases more than last year and the first increase in caseload since 1993. This increase may relate, in part, to improved visibility and accessibility resulting

from our introduction of the Office's Web site last year. The Web site contributes to increased campus-wide awareness of the Office's service and location and informs the University community's referral network about our mandate and jurisdiction. Prior to the introduction of the Web site, the main campus-wide communication method of the Office consisted of paid announcements, including the publication of the Ombudsperson's Annual Report and the Administrative Response, in campus newspapers. We have continued the practice of publishing the Annual Report and the Administrative Response in one edition of one campus newspaper. The cost of this is shared equally with the President's Office. In a later section of this Annual Report, I offer additional comments about the Office's Web site and its impact.

At the Governing Council's meeting last September, a member inquired about the Office's decrease in caseload since 1993 (see Appendix "B", Table 3). To better address this inquiry for the purposes of this year's Annual Report, I reviewed my predecessors' comments in their Annual Reports. The 1992/93 Annual Report states that the implications of budget reduction and revisions to the Terms of Reference were efforts to contain the caseload "by restricting somewhat the groups that had access" in compliance with a recommendation by the Governing Council's Review Committee. The 1993/94 and 1994/95 Annual Reports state that budget reductions resulted in the Office's withdrawal of paid advertising in campus newspapers and its reduction in staffing from 3 to 2.6 full time equivalency. The Reports highlighted possible implications of these changes: fewer "drop-in" clients, longer time delays in setting up initial meetings and hesitancy on the part of complainants to leave messages on the answering machine which staff needed to rely on more frequently. According to the 1995/96 Annual Report, when approval was given in June, 1996, to reduce the Office's base budget support to \$50,000, two committees were created on behalf of the Governing Council to oversee the transition to a part-time service, to consider ways of reducing the caseload and to bring forward for approval revised Terms of Reference.

At last September's meeting of the Governing Council, the President commented in response to the query about declining caseload. He referred to increased University resources having been directed to academic and financial counselling services across the three campuses and to the effectiveness of the University's Equity Offices. While it is not possible to pinpoint with certainty the major reasons for the decrease in caseload from 1993 to 1999, it is the case that this Office continues to rely on constructive, professional relationships with academic counselling staff and the Equity Officers, as well as many other University community members, for our referral network, whenever appropriate, and for the more extensive consultation often required in the resolution of our complainants' concerns. It is reasonable to assume that the availability of counselling services and of assistance through the Equity Offices has modified the number and kind of cases which come to the Ombudsperson's Office.

### 4. TERMS OF REFERENCE

The new Terms of Reference for the Office of the University Ombudsperson took effect on April 30, 1998. The most substantive change concerned the provision of information to complainants about policies and procedures. Under the previous Terms of Reference, the Office would "serve as a general information centre for members of the University and others as needed about all situations and University procedures concerning which grievances may arise..." Under the new Terms, the Office's focus concerning the provision of information is on ensuring that information about policies, procedures, rights and responsibilities is

adequately publicized. According to the new Terms: "The Ombudsperson shall cooperate with other offices that are particularly concerned with the provision of information to the University community on policies and procedures."

The largest category of cases over the years was that termed "Information" cases in which the Ombudsperson took no active investigative role, but rather provided information and advice to individuals about how to deal with their complaints. Given the revised Terms of Reference and the Office's reduced service levels, the staff identified alternative ways of addressing some of these more common concerns and questions: increased referrals to other University resources whenever appropriate (including, for example, to divisional registrarial advisors, to undergraduate and graduate co-ordinators and to the University's Equity Offices), a telephone information system, a Web site and a series of information pamphlets.

### 5. INFORMATION PAMPHLETS

Last year, a series of pamphlets on frequently occurring concerns and issues was developed under the auspices of the Office of Student Affairs and the Governing Council. Five thousand information brochures were made available to students beginning late last fall through a variety of sources including Registrars' Offices, the Office of Student Affairs, Downtown Legal Services and this Office. I anticipate that this information series will be reprinted and available for distribution again this fall. The pamphlets cover the following topics: fees and fee refunds, cheating and plagiarism, appealing grades thought to be unfair, petitioning/appealing on compassionate grounds or on grounds of administrative error, non-academic discipline and the Code of Student Conduct and the University's decision-making processes and structure.

### 6. WEB SITE

In addition to the direct referrals of individuals we receive from students, staff and faculty, and the information about the Office included in divisional calendars and other campus publications, our Web site appears to be our most valuable resource for informing the University community about the Office. It represents a significant improvement over the Office's voice-mail information program in terms of content, format and certain accessibility issues which are outlined in the next section of this Annual Report. Our Office Web site includes the Terms of Reference for the Office of the University Ombudsperson, the most recent Annual Report and Administrative Response and more detailed information about our mandate and about how we can help. It also has referral information related to the most common areas of inquiry, including selected information from the pamphlet series previously described in section 4 above. We introduced our Web site in May of 1999 and installed a counter system in September 1999. During the last 9 months we have had 1090 visits to our Web site.

### 7. TELEPHONE INFORMATION PROGRAM

In the summer of 1997, as part of the transition to reduced service levels, the Ombudsperson's staff designed a telephone information system for the Office. This was intended to inform callers with more general inquiries about the most appropriate University resource for their assistance. It was designed to inform University members about what steps they would need to take initially to try and resolve their own complaints prior to the Ombudsperson's involvement.

The Acting Ombudsperson, Irene Birrell, stated the following about this voice-mail program in her 1997/98 Annual Report: "The Office is open to any member of the University community. This means we see a wide range of problems. Adding to the complexity is the University's size and diversity. In the area of

petitions and appeals, for example, every division does things a bit differently, making a multi-layered [voice-message] system necessary. In addition, in order to be truly useful, a number of the mailboxes on the system contain a lot of detailed information. The complexity of the system has proven to be a problem. Two usage studies done in November and March showed that very few callers were actually staying with the system long enough to reach an information mailbox... If the system is to be retained, it will clearly need to be redesigned to make it more effective."

I followed up on this advice last year. We decided to streamline the voice-mail information program with shorter, more concise messages to provide what we hoped would be a more responsive resource for our callers. We incorporated our Web site address into the introductions and reduced the overall number of information mailboxes. We arranged for usage studies of the mailbox system by University Telecommunications staff in September and April which provided even less satisfactory results than the 1997/98 usage studies. Very few callers (about 15% last year, compared with 20%, on average, in the previous usage studies) stayed with the system beyond the introduction to reach the information mailboxes. An additional 35% of the callers "zeroed out" during the voice-message introduction which provides them with access to the Office secretary's line. In the event that we are already on the telephone, busy with complainants, or not in the Office, these individuals would receive a further voice-mail message requesting that they leave their name and telephone number. About 50% of callers, after accessing the telephone information program at their first point of contact with the Office, hang-up during the general introduction. We will give further consideration to the overall effectiveness of this program as an information and referral resource during the upcoming organizational review.

### 8. PROFESSIONAL DEVELOPMENT

During the past year, I attended an Alternative Dispute Resolution seminar in Toronto sponsored by the Canadian Bar Association, and the joint conference of the Canadian and United States Ombudsman Associations held in Victoria. The Annual General Meeting of the Association of Canadian College and University Ombudspersons (ACCUO) was also scheduled during the Ombudsman Associations' conference. In November, I attended the Canadian Conference on Student Judicial Affairs held in Toronto. The schedules for these various events presented a number of opportunities to discuss important and useful information related to this Office's central mandate of individual complaint resolution. This included seminars related to the conduct of investigations, alternative dispute resolution and mediation.

The requirements of confidentiality, impartiality and independence for Ombudspersons impose a certain degree of "isolation," given the unique nature of the position within its operating environment. Consequently, participation in professional development opportunities such as those I have mentioned is particularly important. They provide a valuable context within which to explore the experiences, in general, of other academic communities and, more directly, of other Ombudspersons, for all of the mutually beneficial professional development and support which that entails.

### II. CASES AND ISSUES

Following is a summary of issues and cases including comments related to this year's caseload statistics, and follow-up to previous years' Annual Reports. While some cases have related to serious but probably isolated problems that have arisen, others have revealed larger policy and procedure implications. I have highlighted these and made recommendations to address the various concerns.



## I. CONSTITUENCY GROUPS

The distribution of the caseload across the University's constituency groups is shown in Appendix B, Table 1. We note the following: a 15% increase over last year in the number of undergraduate students who brought their complaints to the Ombudsperson (undergraduate students represent more than half of our caseload); a continued increase (34% increase this past year) in the number of graduate students who brought their concerns to the Office of the Ombudsperson (graduate students' issues are often longer term and more complex in nature, involving relatively more time and attention on our part); the number of administrative staff members who have approached the Ombudsperson for assistance has remained consistent over the past 4 years (between 6% to 7% of the caseload); and a 38% decrease in the number of academic staff members who contacted this Office. Over the last 5 years, this constituency has represented less than 5% of the caseload.

## 2. ACTION TAKEN

The distribution of the caseload by action taken is outlined in Appendix B, Table 2. As mentioned in previous annual reports, an overview of the caseload statistics does not provide any meaningful indication of the relative complexity of the cases, nor of the time and effort involved in helping to resolve them. We have found that the resolution of some complaints has come about quickly and easily, while some "Information" cases have taken a larger amount of time to reach closure when the issues involved are complicated. Highlights include:

- a decrease in the percentage of inquiries categorized as "Information." Over the past four years, the percentage of caseload represented by this category has decreased from 83% to 57% this past year. This is most likely due to the availability of new information and referral resources such as our Web site and the pamphlet series, as well as increasing awareness across the campuses that the Office no longer serves as a "general information centre for members of the University," in accordance with the revised Terms of Reference (1998). Undergraduate students represented over one-third of the inquiries and complaints categorized as "Information."

- increases in the number of "Expedited" and "Resolved" outcomes. The combination of these two categories over the past 4 years has ranged from 9% to this past year's 21% of the caseload. Over 50% of the "Expedited" and "Resolved" cases related to undergraduate students, and over 25% to graduate students. The increases in these categories could be due, in large part, to the Office's resources being redirected from the more general information and referral inquiries which were previously included in the mandate of the Ombudsperson. This also underscores the importance of increasing the Office's campus network and "outreach" to continue building familiarity with changing processes and procedures across the three campuses. In addition to communicating about the information and complaint resolution resources available elsewhere, it is critical to assist University community members to become more familiar with the role and function of the Ombudsperson.

- situations covered by the "No Action Required" designation include individuals who make appointments, then cancel or do not show up. We try to reach those who fail to make their appointments. Occasionally, we are able to provide advice and assistance by telephone. We are sometimes informed that they have managed to resolve their concerns. In other cases, individuals are pursuing their complaints through other channels but wish to keep the Office informed of their issues and the progress they are making in resolving them. In still other situations, complainants are angry or upset and wish to make a "complaint of record," requesting no assistance or advice.

- "No Jurisdiction" cases include University community members' complaints about situations which fall outside the jurisdiction of the Governing Council (e.g. students with landlord/tenant disputes) and non-University members' complaints and inquiries including, for example, applicants for admission, parents of students, and alumni. We generally try to provide information or referrals to assist these individuals with the resolution of their concerns.

## 3. FOLLOW-UP TO PREVIOUS YEARS' ANNUAL REPORTS

The following three sections provide comments and follow-up to issues that have been raised in previous annual reports.

### a) Postdoctoral Fellows

In response to an inquiry received this year, and in follow-up to an issue covered in the 1990 to 1995 Annual Reports, I raised with the School of Graduate Studies the question of Postdoctoral Fellows' current status within the University system. There is a lack of a clear definition of their rights and responsibilities, and an established grievance procedure within University policy and procedures. Several steps were taken by the Administration between 1992 and 1995 to help address this situation, including improved access for Postdoctoral Fellows to student services, their inclusion in the Codes of Behaviour on Academic Matters and Student Conduct and identification of SGS Associate Deans as their first level of grievance or complaint within SGS. However, a more formalized grievance process has yet to be developed relating to PDFs' contractual relationships and conditions of employment.

This year, the Dean of SGS struck a 13 member Task Force on Postdoctoral Fellows, chaired by SGS Associate Dean Umberto de Boni. The Task Force was "to examine the circumstances of and collect data on postdoctoral fellows and to make recommendations on their relationship with their supervisors and the University." I understand that this Task Force's final report to the Dean is nearing completion and I look forward to the Dean and the Administration's timely consideration of the Task Force's final recommendations.

**Recommendation 1:** That the Administration, as the result of the review process of the SGS Dean's Task Force on Postdoctoral Fellows, consider the establishment of a protective and effective appeal process applied to PDFs' contractual relationships, including grievance and termination procedures, in keeping with the principles applied to graduate students across campus.

### b) Graduate Students' Supervision

For many graduate students, the supervisor's role and the nature of their collaborative research relationship is critical to the students' progress-to-degree. In last year's Annual Report, I raised the issue of the role of graduate students' course and supervision evaluations as one measure of faculty teaching effectiveness in promotions and PTR decision-making.

The Administrative Response indicated that "the promotion and assessment of teaching effectiveness is an ongoing concern for the Provost's Office." The Provost's Office drew Divisions' attention to the importance of the "Guidelines for the Assessment of Teaching Effectiveness in Promotion and Tenure Decisions" in making PTR awards and stated that it expected Divisions "to review their guidelines and to bring forward any changes for consideration." SGS has also acknowledged the seriousness of this issue but indicated that its capacity to deal with it is limited due to the highly decentralized nature of the University. Last fall, the Dean of SGS reported on the matter of supervision conduct and the monitoring of graduate students' academic progress to Principals, Deans, Academic Directors and Chairs (PDAD&C). SGS distributed the guidelines for best practice (Sections 29-2 to 29-7 of the SGS Yellow Book) to graduate chairs and directors of SGS centres and institutes, requesting that they be called to the attention of graduate students and faculty. SGS also circulated the "Checklists of Good Supervisory Practice" and "Guidelines for Departmental Monitoring of the Progress of the Ph.D. Students" to all graduate co-ordinators, drawing their attention to good practice in these areas.

**Recommendation 2:** That Divisions be encouraged to review their divisional teaching assessment guidelines in light of the Provostial recommendation outlined in last year's Administrative Response. I understand that divisional practice and procedure may vary with respect to the implementation of the University's "Guidelines for the Assessment of Teaching Effectiveness in Promotion and Tenure Decisions" and with respect to the role of students' evaluations of faculty as one measure of teaching effectiveness. I am therefore highlighting this issue once again for the attention of Divisions, and urging their follow-up on the Provostial recommendation from last year's Administrative Response that Divisions review their guidelines and "bring forward any changes for consideration."

It was the intention of SGS during this past year to administer, through the Office of Graduate Education Research, a survey (Higher Education Data Sharing group survey) related to graduate students' opinions about their experiences with their supervisors. My

understanding was that this survey would be administered to all doctoral-stream students. Unfortunately, for a number of reasons, SGS has been unable to launch this research project.

**Recommendation 3:** That SGS consider rescheduling the implementation of its graduate student survey for the current academic year. I anticipate that the information provided would prove very helpful to the University in its ongoing assessment of the quality of the graduate educational experience and would provide useful perspectives on such topics as graduate student financial support, time-to-completion of degrees and teaching effectiveness.

### c) Timeliness: Petitions, Appeals and Code of Behaviour on Academic Matters

The Administrative Response to last year's Annual Report indicated that the Provost's Office would "provide a general guideline for divisions to follow" in their implementation of the Code of Behaviour on Academic Matters. It also stated that the Provost's Office would "look at the question of the length of time taken for appeals and petitions, and for the support that divisions offer to students."

**Recommendation 4:** That the Provost's Office consider establishing general guidelines for divisions to follow regarding timeliness and the Code of Behaviour on Academic Matters and petitions and appeals. Acknowledging the difficulty of establishing such general timeframes and guidelines when cases vary considerably in their complexity, I look forward to the Provost's Office proposed follow-up on this, as outlined in last year's Administrative Response, in helping to ensure fair and timely process, including its consideration of the divisional resources and administrative support available.

## 4. ISSUES AFFECTING UNDERGRADUATE STUDENTS

Issues which undergraduate students have raised this year, individually and occasionally in groups, reflect the diversity, complexity and decentralized nature of the University across its three campuses. Students' concerns, for example, have related to: timeliness within Divisions concerning the Code of Behaviour on Academic Matters and the petitions and appeals processes; harassment and discrimination allegations; implications of late fees payments; problems with deferred exam scheduling; suspension and probationary status disputes; complaints about instructors' conduct and course content; and the lack of residence space this year and the alternative accommodation provided. Two general areas merit particular attention.

### a) Students in Residence

Over the last two years, this Office has been approached by a few undergraduate students about disputes involving disruptive residence behaviour. As a result, I spoke with some Deans of Students regarding the usefulness of "letters of agreement" in such situations. These are specialized agreements negotiated with individual students related to their behavioural conduct in residence in addition to the residence contracts they have signed.

**Recommendation 5:** That the use of special "letters of agreement" pertaining to residence behaviour issues be tabled for discussion at campus-based professional development meetings. Since use of these specialized, negotiated agreements varies widely across the campuses, I raised with the Director of Student Affairs some questions I had as the result of my inquiries. These questions relate to: the development of these agreements with appropriate legal advice, the effective administration of these agreements and their usefulness in achieving consistently good outcomes. We agreed that the topic of these letters of agreement would be tabled at Residence Don Training Workshops and at an upcoming meeting of the Network for Effective Student Service through Information Exchange (NESSIE, formerly the Association of Counsellors).

As part of this, I would recommend to the Director of Student Affairs that since all Deans of Students and frequently Principals are central to the negotiation of such contractual relationships, their participation be encouraged at such professional development opportunities to facilitate detailed discussion of these agreements, including "best practice" and legal implications.

### b) Academic Counselling and Information Resources

Over the past two years, this Office has received several inquiries related to the denial

of petitions for late withdrawal without academic penalty. I noted this year, as well, certain Academic Appeals Committee decisions in late withdrawal cases where "extraordinary circumstances beyond the student's control" resulted in successful appeals at that level, overturning previous petition denials. In a different situation, the Academic Appeals Committee commented, in its decision, that "appeals of this nature might be avoided if appellants were presented with an information package that encourages them to prepare all relevant evidence, including medical evidence...and that makes them aware that they can have assistance, including legal counsel." It is because this Office received so many inquiries in the past related to petitions that the pamphlet entitled "Exemptions, Extensions, Rewrites and Relief" was incorporated in the information brochure series introduced late last fall and designed to supplement academic counsellors' advice. This particular brochure outlines the general petition process and includes information about late withdrawal, requisite medical documentation and students' entitlement to attend and to be represented by legal counsel at the level of Faculty appeal committees.

**Recommendation 6 (a):** That front-line counselling staff from all divisions and campuses draw their students' attention to the information pamphlet series.

**Recommendation 6 (b):** That the information pamphlet series' content be evaluated and revised. The Director of Student Affairs has agreed that an evaluation of the pamphlet series would be timely. The Office of Student Affairs is undertaking this survey before any pamphlets are reprinted. We have also agreed that in order to improve upon its distribution and availability to students, the content of the revised series will be incorporated into the Office of Student Affairs' Web site this fall.

As part of this, I would recommend to the Director of Student Affairs that the petitions pamphlet be revised to highlight the information referred to by the Academic Appeals Committee.

## 5. ISSUES AFFECTING GRADUATE STUDENTS

A number of individual complaints we received this year related to "time-to-completion" issues for graduate students, including concerns about failed oral/comprehensive exams, supervisors' availability, the timeliness of supervisors and committee members' feedback on draft submissions and supervisors' laboratory and/or research assignments for students conflicting with students' academic progress on their own research and/or thesis requirements. Some cases involved grade appeals and inquiries related to the Code of Behaviour on Academic Matters, while others involved issues of intellectual property and co-authorship. This Office's interaction covered the spectrum from referral to the University's "Intellectual Property and Research Policies Guidelines," to facilitating discussions with individual supervisors, Graduate Co-ordinators and/or Departmental Chairs, to involvement with SGS' Associate Deans in order to help achieve resolution.

### a) The Role of Graduate Co-ordinators

Graduate Co-ordinators play a key role in students' academic advice and support network, and in the resolution of their concerns at the departmental level. This underscores the importance of the training session provided by SGS in the fall.

**Recommendation 7 (a):** That all graduate co-ordinators be encouraged to attend the SGS fall training session scheduled for new graduate co-ordinators, with programming designed to facilitate the interaction of new and experienced graduate co-ordinators. As part of this, I recommend that SGS consider establishing "best practice" panels/seminars involving experienced graduate co-ordinators and SGS Associate Deans.

**Recommendation 7 (b):** That graduate co-ordinators and graduate departmental Chairs consult with the SGS Associate Deans of their Divisions in order to achieve fair and timely resolution of the more complex issues brought to them by graduate students.

### b) Fee Rebates

We have received a few complaints from graduate students involved, for a variety of reasons, in the process of trying to obtain fee rebates. Referrals of these students between SGS staff, the students' graduate department staff and, occasionally, other University financial services' staff resulted in confusion and frustration and prompted these students' contact with my



Office. The central issue revolved around the question of who has the lead role and responsibility for assisting these students in the resolution of their concerns. While the Office has had only a small number of complaints, the seriousness of the issue from the perspective of these students is significant.

**Recommendation 8:** That the current fees rebate/appeal process and procedures for graduate students be more clearly outlined and communicated for the benefit of graduate department staff and students.

6. Individuals with Disabilities

I received several complaints this year related to arrangements for students with special needs. Difficulties arose in a few situations when there was disagreement between the students, their instructors and/or special services staff about appropriate arrangements for academic evaluation and, often, confusion about responsibility for making arrangements. This Office has worked closely with Special Services' professional staff and continues to rely on the expertise of these staff members at St. George campus' DisAbility Services, AccessAbility Services at University of Toronto at Scarborough and University of Toronto at Mississauga's AccessAbility Resource Centre to help in the resolution of these students' concerns.

In order to use available services to their optimum, it is important for students to consult on a timely basis with their academic advisors and instructors, who are responsible for the students' academic evaluations, and with Special Services' staff in order to arrive at suitable accommodation for evaluation. This collaborative framework involving students, special services staff, divisional academic counsellors and teaching staff relies on timely communication and response by all participants in order to meet the needs of students who require special arrangements for academic evaluation. When academic accommodation involves writing tests or examinations at locations other than the usual classroom areas, it is important that the students inform special services' staff of their needs in sufficient time for the staff to make suitable space and invigilator arrangements. It is also important for teaching and departmental staff to provide timely responses to students' requests for accommodation and to relay the students' test and examination materials to special services' staff well in advance of the test or examination schedule set up for the students. In turn, it is important that sufficient space to meet the overall need presented by students in these circumstances be available for the special services staff who are responsible for setting up special test and examination sites.

**Recommendation 9:** That communication with

respect to disability services be enhanced to ensure that students with disabilities requiring special arrangements for academic evaluation understand their responsibility to consult on a timely basis with academic and administrative staff; that academic and divisional staff be encouraged to provide timely responses to students' requests for academic accommodation for evaluation, and to transmit testing materials on a timely basis to special services staff; and that special services' ability to provide alternate space for individuals to write these tests and exams is determined by the overall need for such accommodation and not by the availability of sufficient space because of short notice.

7. Issues Affecting Staff Members: Teaching and Administrative

Staff members have contacted the Office during the past two years to discuss concerns related to, for example, content of personnel records, probationary status, program termination, fear of job loss and negative or infrequent performance reviews, as well as other areas of disagreement within their "chain-of command" supervisory network. Faculty members have also made inquiries related to the academic appointment and search process and to specific policies/procedures including: "Conflict of Interest," "Sexual Harassment," "Code of Behaviour on Academic Matters" and "Code of Student Conduct." Often, teaching and administrative staff members are interested in the confidential and impartial counsel of this Office to assist them in exploring approaches to deal with some of these concerns.

Students complain to my Office about what they describe as poor service, poor attitude or rude treatment when they are seeking academic advice from staff, or trying to resolve problems. In following-up on students' inquiries, I receive just as often, it seems, staff members' complaints about students' comments and behaviour described as bullying, abusive, aggressive or insulting. I frequently hear comments from staff as well related to workload and the impact of this on staff members' ability to assist students in the resolution of their concerns.

**Recommendation 10:** That the Administration continue to increase its monitoring of, and attention to, issues such as staff complement, workload, enhanced service delivery and the provision of a safe and positive environment. The effects of the budget cuts of the past several years are magnified now with the effects of rising enrolment, systems technology change, capital expansion and increased research activity.

I note that in July, at the request of the equity officers, the Vice-President and Provost and the Vice-President, Administration and Human Resources, distributed to PDAD&C a memo-

randum regarding harassment in the workplace which stated: "It is the responsibility of all Principals, Deans, Academic Directors and Chairs and Senior Managers to ensure that courtesy prevails in the workplace at all times. Our staff deserve no less. Behaviour that is experienced as rude, ill-tempered or bad-mannered may require the intervention of the manager, supervisor or chair or dean." The memorandum referred PDAD&C to the three policies in place related to harassment: the "Statement on Prohibited Discrimination and Discriminatory Harassment," the "Code of Student Conduct" and the "Policy and Procedures: Sexual Harassment." This memorandum also outlined the program of courses and resources available to assist academic and administrative managers in dealing with disruptive behaviour, workplace conflicts, and complaints of discrimination or unfair treatment and "to understand and deal with the kinds of behaviour that may be described as harassing."

**Recommendation 11:** That the memorandum about harassment distributed to PDAD&C in July receive broad distribution by PDAD&C throughout their divisions; and that University community members take steps to ensure their supervisors are aware of any encounters with individuals whose behaviour can be described as disruptive or harassing.

A few administrative staff members who have approached this Office for assistance have expressed uncertainty as to the role of the Human Resources Generalist assigned to their Division/Department in the resolution of their concerns. Non-unionized administrative staff, in particular, have inquired about the Department of Human Resources' advisory/advocacy functions for both supervisors and staff and the role of Human Resources staff within "chain of command" and more formal grievance procedures. While this represents only a small number of complaints to this Office, the seriousness of the issues from the perspective of the complainants flag this as a more general concern requiring attention from the Administration.

**Recommendation 12:** That the University clarify the availability of conflict resolution/mediation support and a more formal grievance process for its non-unionized administrative staff members.

III. CONCLUDING REMARKS

This Report has highlighted some areas of University policy and procedure where improvement is needed, and others where improvement is occurring. I look forward to hearing from the University community with comments or concerns about any of the information and recommendations I have included in this year's Annual Report.

The major mandate of the Ombudsperson is to respond to all individuals who approach us for assistance and, beyond that, to identify and pursue the full breadth and complexity of those cases in signaling the potential of larger issues for attention. To be successful, it is essential to communicate the role and function of the Ombudsperson. In the coming year, I look forward to following up on more opportunities to systematically work with particular individuals on all three campuses (e.g. Registrarial and Academic Counselling staff and Equity Officers), with a greater focus on Mississauga and Scarborough campuses, to better integrate my knowledge of the information and complaint resolution resources available elsewhere.

I remain motivated by the responsibility entrusted to this Office by those who approach us for help, by their trust in us and by their gratitude for positive outcomes. I am pleased with the responsiveness of those I approach with my inquiries in thoroughly explaining their perspective and in offering candid opinion and critique about issues within our confidential framework. Most important though is their willingness to maintain an open mind while exploring with me possible alternative outcomes for many cases, and for sharing a commitment to fairness. I understand the disappointment on the part of those complainants who disagree with our Office's assessment of their situations or who may have misunderstood the non-advocacy nature of the Office of the University Ombudsperson. We look forward to continuing our efforts to address problems through early resolution, thorough investigations and timely recommendations.

IV. ACKNOWLEDGMENTS

I would like to express my appreciation to all of the University members whom I have approached for assistance in resolving complaints and problems. The good will, information and advice that so many individuals continue to provide is vital to the accomplishment of my mandate as University Ombudsperson. I would like to thank, in particular, my co-worker, Linda Natale, and Louis Charpentier, Secretary of Governing Council, for their assistance and counsel.

Mary Ward  
August 24, 2000

The Office of the Ombudsperson is located at 222 College Street, Suite 161, Toronto M5T 3J1. We can be reached at telephone 416-978-4874 or fax at 416-978-3439. Our Web site address is [www.campuslife.utoronto.ca/ombudsperson](http://www.campuslife.utoronto.ca/ombudsperson) and our e-mail address is [ombudsperson@utoronto.ca](mailto:ombudsperson@utoronto.ca).

APPENDIX A

TERMS OF REFERENCE FOR THE OFFICE OF THE UNIVERSITY OMBUDSPERSON (1998)

Status/Authority

1. The Ombudsperson is appointed by the Governing Council on the recommendation of the President; is accountable to the Governing Council and has unrestricted access to all University authorities. The Office of the Ombudsperson shall be independent of all existing administrative structures of the University.

Mandate

2. The Ombudsperson investigates, in an impartial fashion, complaints that may arise against the University or against anyone in the University exercising authority. It shall be the special concern of the Ombudsperson that:

- a. the rights and responsibilities of members of the University community are adequately defined and publicized;
- b. any gaps and inadequacies in existing University policies and procedures that affect the ability of individuals to function as members of the University community or which might jeopardize their human rights and civil liberties be brought to the attention of the proper authority;
- c. the problems of members of the University community are addressed with reasonable promptness;
- d. procedures used to reach decisions are adequate and that the criteria and rules on which the decisions in question are based are appropriate and adequately publicized.

Investigations

3. Complaints may be made by any member of the University community (students and mem-

bers of the teaching or administrative staffs) or by former members of the teaching or administrative staffs or student body (in respect of matters arising out of their former University employment or student status). Investigations may also begin on the independent initiative of the Ombudsperson in respect of anyone of the above entitled to make a complaint.

4. The Ombudsperson shall initiate an investigation only after attempts at redress through existing administrative channels have been concluded.

5. The Ombudsperson may decline to initiate an investigation on the grounds that it is frivolous or vexatious.

6. In conducting investigations, the Ombudsperson shall act in an impartial fashion and not as the advocate of any party to a complaint.

7. Even though wide latitude has been granted in making public any findings and recommendations, the Ombudsperson shall not set aside the request of complainants that their anonymity be preserved.

Findings/Reports

8. After conducting an investigation, the Ombudsperson may draw conclusions about the complaint investigated and make findings and recommendations concerning its resolution, particularly in relation to the mandate of the Office as set out in 2. above.

9. In drawing conclusions and making recommendations, the Ombudsperson shall not make University policy or replace established legislative, judicial or administrative rules or procedures, although any or all of these may be

investigated or questioned and such recommendations made as appropriate for their improvement and efficient functioning.

10. The Ombudsperson shall bring findings and recommendations to the attention of those in authority by the most expeditious means possible, and to the University community at large to the extent that is appropriate.

11. The Ombudsperson shall make an annual report to the University community through the Governing Council, and such other special reports as may be required from time to time by the Governing Council.

Relationship with Other University Activities and Services

12. The Ombudsperson shall have access to such official files and information as is required to fulfill the function of the Office. Requests by the Ombudsperson for information must receive priority from every member of the University community.

13. Where means exist in other University offices for the resolution of complaints or the provision of information the Ombudsperson shall direct enquiries to such offices and emphasize their responsibility for initiating the appropriate actions and for returning to the Ombudsperson if not satisfied with the results. The Ombudsperson shall cooperate with other offices that are particularly concerned with the provision of information to the University community on policies and procedures.

Files

14. The Ombudsperson shall maintain suitable

records of complaints, findings and recommendations and these shall be accessible only to the Ombudsperson and members of the staff of the Office of the Ombudsperson.

15. Each file and record will be maintained for a period of seven years and one day from the date on which the Ombudsperson deems the case to be completed. At the end of the period of seven years and one day, the file or record may be destroyed; however, no destruction of the file or record will take place while any proceedings are pending in the University, the Courts or any outside tribunal and until after all rights of appeal are exhausted or times of appeal have expired.

16. The Ombudsperson shall not release any information regarding personal and personnel records, unless written permission has been received from the affected persons for releasing the information.

Review/Appointment

17. The Office of the Ombudsperson shall be reviewed on a regular basis, coincident with the end of the incumbent's term, in a manner to be determined by the Executive Committee of the Governing Council. The term of the Ombudsperson should be from three to seven years. An Ombudsperson should serve for a maximum of three terms. Candidates for the Office shall be identified by a search committee highly representative of the University community and including students and members of the teaching and administrative staff.



APPENDIX B

TABLE 1  
ANALYSIS OF CASELOAD BY CONSTITUENCY

	1996-97	1997-98	1998-99	1999-2000
Undergraduate Students	253	214	152	175
Graduate Students	65	49	59	79
Academic Staff	18	14	13	8
Administrative Staff	25	21	20	21
Miscellaneous*	47	37	40	51
	408	335	284	334

\* Includes continuing education students, former employees and students, parents of students, applicants for admission, alumni, organizations and others.

TABLE 2  
ANALYSIS OF CASELOAD BY ACTION TAKEN & STAFF RESOURCES

Grievances or Complaints	1996-97	1997-98	1998-1999	1999-2000
Information/Referral	340	235	179	189
Expedited	32	19	24	37
Resolved	16	11	21	33
No action required	8	34	32	40
No jurisdiction	8	18	20	26
Incomplete	4	18	8	9
<b>Total</b>	<b>408</b>	<b>335</b>	<b>284</b>	<b>334</b>
Staff Resources (Full-Time Equivalent)	2.6	1.85	1.3	1.05

**Information**

Advising and informing members of the University about the means available to them to resolve whatever grievance or difficulty they have.

**Expedited** Resolution of relatively simple "red-tape" problems, such as arranging an exception to a rule in a particular case, speeding up consideration of a routine matter, securing an explanation of a decision, arranging a meeting with the appropriate official, or unsnarling difficulties which occurred when an item fell between two jurisdictions, etc.

**Resolved** A grievance was settled more or less to the satisfaction of both the complainant and the respondent official or department, usually through a reversal of the original decision, a compromise, or an agreement that, in light of new or clarified information, no grievance existed.

**No action required** A case was drawn to the attention of the Office, but no action of either an informational or investigative nature was ever required.

**No jurisdiction** The object of the "request for assistance" was outside the jurisdiction of the Governing Council.

**Incomplete** No conclusion had been reached at the time of the Report.

TABLE 3  
NUMBER OF CASES BY YEAR

	YEAR	NUMBER OF CASES
Oct. 1 - Sept. 30: (12 months)	1975-76	310
	1976-77	382
	1977-78	406
	1978-79	454
	1979-80	508
	1980-81	459
	1981-82	480
	1982-83	497
	1983-84	592
Oct. 1 - June 30: (9 months)	1984-85	639
	1985-86	547
	1986-87	734
	1987-88	754
	1988-89	701
	1989-90	760
	1990-91	605
	1991-92	810
	1992-93	828
July 1 - June 30: (12 months)	1993-94	682
	1994-95	609
	1995-96	525
	1996-97	408
	1997-98	335
	1998-99	285
	1999-2000	334

## ADMINISTRATIVE RESPONSE TO THE REPORT OF THE UNIVERSITY OMBUDSPERSON: 1999-2000 (SEPTEMBER 29, 2000)

**OVERVIEW:**

The Ombudsperson's 1999-00 Annual Report is an informative and helpful document. The Ombudsperson discusses office operations and lists issues arising from her caseload. The following administrative responses to many of her recommendations arising from these issues are made in accordance with the direction made by Governing Council that the Administration provide an annual response to the Ombudsperson's Report. Several points that receive attention here have been ongoing, and illustrate the University's continuing progress in addressing and resolving areas of concern.

**ADMINISTRATIVE RESPONSES:**

**A) Recommendations in Follow-up to Previous Year's Annual Reports**

**Postdoctoral Fellows**

**Recommendation 1:** The administration looks forward to the Report of the Dean's Task Force on Postdoctoral Fellows and will work with SGS to develop an appropriate appeal process.

**Graduate Students' Supervision**

**Recommendation 2:** Over the course of this current academic year, divisions will review their Guidelines for the Assessment of Teaching Effectiveness in Promotion and Tenure Decisions. The Provost's Office intends to bring forward some changes in the Guidelines for review by the Academic Board, and the matter of the evaluation of graduate student teaching and supervision will be addressed in this context.

**Recommendation 3:** SGS has indeed rescheduled the Higher Education Data Sharing (HEDS) survey and expects to administer it this autumn through its Office for Graduate

Education Research (OGER). OGER expects as well to begin this autumn or winter with the administration of an exit survey for Ph.D. recipients, which will gather student opinion about their graduate experience. Once in place, this survey will be issued routinely to all students completing the Ph.D. degree.

**Timeliness: Petitions, Appeals and Code of Behaviour on Academic Matters**

**Recommendation 4:** The Provost's Office has begun to plan training sessions for the divisions on the administration of the Code of Behaviour on Academic Matters and will address the question of timeliness with the divisions. Part of the exercise will involve a divisional review and analysis of administrative resources, and the feasibility of guidelines for timeliness will be discussed with those who are charged with the administration of the Code.

**B) Recommendations in Progress**

**Students in Residence**

**Recommendation 5:** The Office of Student Affairs has agreed that the "letters of agreement" will be tabled at Residence Don Training Workshops and at the meeting of the Network for Effective Student Service through Information Exchange (NESSIE).

The Vice-Provost, Students, will work with the Office of Student Affairs to consider how best to engage the Deans of Students and appropriate Principals in a discussion of these "letters of agreement."

**Academic Counselling and Information Resources**

**Recommendations 6(a), (b):** The Office of Student Affairs will pay attention to the effective distribution of the "information

pamphlet series." The Office of Student Affairs will evaluate the information series pamphlets prior to revision, and the revised series will be made available on the Office of Student Affairs Web site.

**Individuals with Disabilities**

**Recommendation 9:** The Office of Disability Services has recently been externally reviewed, and the issue of communication features heavily in the recommendations. We will be implementing these recommendations as we move the services into the Robart's Library in early 2001.

**Issues Affecting Staff Members: Teaching and Administrative**

**Recommendation 11:** The Administration encourages members of PDAD&C to distribute the memorandum on harassment within their units as appropriate, and will include this item in its orientation sessions for new academic administrators.

**C) Other Recommendations**

**The Role of Graduate Co-ordinators**

**Recommendation 7(a):** SGS has regularly made use of experienced graduate co-ordinators in its orientation of new co-ordinators and expects to do so again this autumn. Establishing "best practice" seminars, in particular focused on themes, is a good idea, and the only obstacle in the path of launching such seminars immediately is the press of other business. SGS will certainly consider doing this.

**Recommendation 7(b):** Graduate co-ordinators and departmental chairs regularly consult with the associate deans of SGS, as well as senior SGS staff, on all manner of issues. The associate deans of the SGS divisions, in turn, regularly bring to meetings of their executive

committees issues of general importance, or ones that frequently arise.

**Recommendation 8:** SGS has recently placed the relevant information on graduate fees on the SGS Web site, including a breakdown of fees payable by students in the final year of the Ph.D. program. Last year, SGS introduced a fairer system than that which previously obtained, allowing final year students to pay pro-rated monthly fees up to the point of completion. (It may well be that the introduction of this new arrangement caused some confusion when it first began operation.) Students who have questions about fees should contact the Office of Student Services at SGS and submit a written request, outlining their difficulties or objections to fees assigned. When students get into financial difficulties, we encourage them to apply for a SGS bursary and/or financial counselling.

**Issues Affecting Staff Members: Teaching and Administrative**

**Recommendation 12:** The University is currently developing policies for non-unionized staff that will address the issue of conflict/grievance resolution. The process of policy development is being carried out by the Vice-President, Administration and Human Resources, in consultation with the Human Resources Management Board and informed by a series of focus groups among non-unionized administrative staff.

**IN CONCLUSION:**

The Administration would like to thank the Ombudsperson, Mary Ward for her high standard of work. We will continue to respond to areas of concern that she may encounter as we work to ensure that the University of Toronto's policies and practices are second to none.



# RAISING THE DRAWBRIDGE

*Dubya's social policies threaten to spill over into Canada, creating a deep moat between the haves and have-nots*

BY SYLVIA BASHEVKIN

PEERING DOWN FROM WHAT MARGARET Atwood so aptly described as America's attic, Canadians wonder what each new presidential administration holds in store. As George W. Bush takes office, many worry about not only his economic and foreign policy designs but also the priorities of leading domestic policy appointees, notably Tommy Thompson as secretary of Health and Human Services. What record does Thompson bring to Washington, and of what significance is his appointment to us as Canadians?

In introducing his nominee, Bush trumpeted Thompson's achievements as a leading experimentalist in the great American welfare reform laboratory. According to Bush, "Real welfare reform began in Wisconsin," where Tommy Thompson started out as a crusading state governor in 1986. Like other governors who sought to trim social spending, impose strict work requirements for benefits recipients, encourage traditional "family values" and exploit public opposition to welfare programs, Thompson obtained waivers from Bush's father's administration in order to experiment with a variety of programs aimed at getting people off social assistance.

Thompson became a national hero among both fiscal conservatives, who wanted to reduce public expenditures dramatically, and social conservatives, who wanted to replace the reliance of single mothers on social assistance with what they saw as a more acceptable dependency on either a male partner or paid work. Both interests embraced the notion that decentralized, state-level initiatives aimed at ending welfare and strengthening "moral values" offered an attractive alternative to the costly and bungled social policies of the federal government.

Together with Missouri governor John Ashcroft, Bush's contentious nominee for the job of U.S. attorney-general, Tommy Thompson pioneered a Learnfare program that withheld social benefits from households with uneven school attendance records. Under his watch, Wisconsin sharply cut the value of welfare payments. Two counties in the state experimented with "hard" time limits for the receipt of benefits, so that at the end of a fixed period on welfare, recipients' social assistance payments simply ended. Even as welfare caseloads in Wisconsin fell steeply over time, Thompson pressed forward with a plan to end all benefits state-wide by 1998.

From an Ontario perspective, Tommy Thompson is significant because he championed a mandatory workfare scheme known as W-2, parts of which were later borrowed by the Harris Conservatives. The Wisconsin approach defined employable adults as mothers whose children were 12 weeks of age or older. People who declined three offers to participate in W-2 compulsory work schemes were denied social assistance benefits. To cope with the strains of running this program, Wisconsin sub-contracted the administration of W-2 to outside organizations including Goodwill Industries.



Conservatives applauded the terms of Wisconsin's child exclusion rule known as the "family cap," under which women who conceived while on benefits were refused additional payments for new babies. A related set of initiatives aimed to increase child support payments from non-custodial fathers (thus replacing public funds going to mothers) and encourage the formation of traditional rather than single-parent households. Hospitals, for example, were awarded money each time they persuaded a new mother on social assistance to identify the father of her baby. As well, genetic

testing was permitted for the purposes of establishing paternity.

Tommy Thompson, however, was no pure Republican ideologue. In response to arguments that work could not operate as a meaningful alternative to welfare unless decent social supports were in place, Wisconsin provided a state-level earnings supplement for low-income workers and extended child care subsidies and health care benefits (under the Medicaid system) to parents who left welfare for paid employment. Thompson also changed rules so that individuals could earn more income and retain more assets including a car or savings toward their child's education before they were removed from the social assistance rolls.

In accepting the new president's nomination, Tommy Thompson said he was "passionate about these issues." Critics agreed but maintained the governor's commitment to social experimentation was not without costs. They pointed to increases in homelessness and child poverty under his watch and attributed these patterns to concerted efforts to divert eligible applicants away from social programs. Studies showed stubbornly high rates of unemployment in inner-city neighbourhoods with high African-American and Hispanic populations, even as Wisconsin's economy boomed and W-2 unfolded. Thompson was also accused of weakening child care standards in order to lower the costs of daycare subsidies paid to single mothers in paid employment.

In the decentralized world of North American welfare policy, individual provinces and states are free to emulate the pro-market, "family values" approaches of George W. Bush, Tommy Thompson and other like-minded leaders. Clearly, if more Canadian premiers adopt Wisconsin-style strategies, then we can expect crucial variations between the two countries to erode further. The widening gap between rich and poor, lauded by some observers as proof that incentives to work hard and invest wisely (in part by eliminating "punitive" taxes at the high end) have paid off, could thus produce a drawbridge society on both sides of the 49th parallel. According to conservatives and so-called moderates, comfortably ensconced inside the moat, drawbridge arrangements are apparently just fine.

On the other hand, if Canadian society is indeed more secular, cohesive and egalitarian than its neighbour to the south, we may see a magnifying of cross-border distinctions. The political brakes that kept Republican presidents like Ronald Reagan and George Bush senior in check from time to time, including Democratic majorities in both houses of Congress and a judiciary that had not yet been packed by those leaders, have now been removed. Bush junior, in short, may be far less constrained than either his American predecessors or his Canadian counterparts. The ways that our two countries evolve over the next four years will provide a real-world test of just how different and compassionate we are, up here in America's attic.

*Sylvia Bashevkin is a professor in the department of political science.*

JENNIFER HERBERT

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BOOKS



*The following are books by U of T staff.  
Where there is multiple authorship or ed-  
itorship, staff are indicated by an asterisk.*

**Drama Education in the Lives of  
Girls: Imagining Possibilities**, by  
Kathleen Gallagher (U of T Press;  
144 pages; \$25). In this book, the  
author presents a case study that  
illustrates how drama provides a  
fertile ground for the intellectual and  
emotional development of girls. By  
examining the power and possibility  
of drama in school to animate the  
processes of learning, the book  
offers pedagogical alternatives to  
an increasingly mechanistic and  
disempowering period in education.

**Race and Gender in the Northern  
Colonies**, edited by Jan Noel  
(Canadian Scholars' Press; 300 pages;  
\$39.95). This is one of the first col-  
lections to focus on race and gender  
in the colonial period of Canadian  
history, concentrating on the era be-  
fore Confederation. It broadens the  
field of vision to encompass both  
sides of the border to tap into the rich  
vein of American scholarship.

**Removing Margins: The Challenges  
and Possibilities of Inclusive**

**Schooling**, by George J. Sefa Dei,  
Irma Marcia James, Sonia James-  
Wilson, Leeno Luke Karumanchery  
and Jasmin Zine (Canadian Scholars'  
Press; 299 pages; \$24.95). A philo-  
sophical and theoretical resource,  
this book works to identify and  
challenge many of the cultural and  
systematic paradigms that perpetuate  
racism and other forms of oppression  
in mainstream schooling. It pursues  
the ideal that education should not  
simply affirm the status quo but  
should produce knowledge for  
social action.

**Equity in Schools and Society**, edit-  
ed by Judy M. Iseke-Barnes and  
Njoki Nathani Wane (Canadian  
Scholars' Press; 404 pages;  
\$39.95). Drawing on history, so-  
ciology, literature, cultural expres-  
sions, films and theory, this book  
examines equity issues in both  
school and society. Among its  
objectives are to increase critical  
awareness of issues concerning eq-  
uity in schools and society for stu-  
dents and teachers and to increase  
understanding of hidden biases such  
as racism and sexism in order to de-  
velop practical strategies of dealing  
with these forms of oppression.

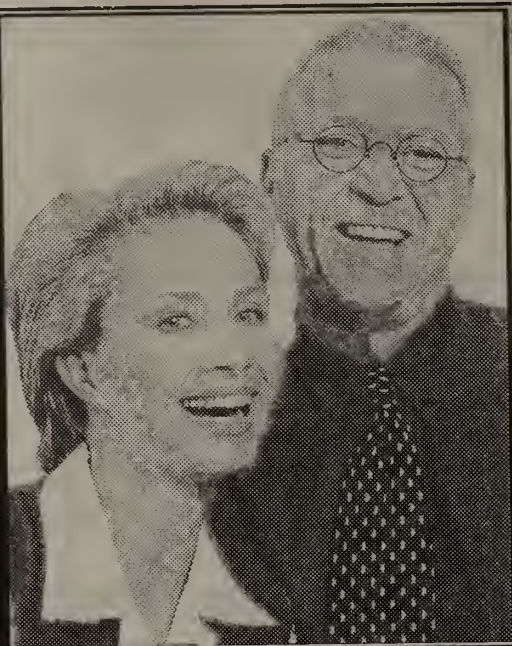
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Humanizing Technology recognizes the centrality of technology in shaping the ways in which we work, learn and live, but understands that much of the technology in use today, from the word processor to the cell phone, has not been designed to optimize the potential of people to use it, or to create knowledge. The series will explore a variety of information and communications technologies (ICT) from webcasting and immersion environments to instant messaging and interactive surfaces, and most importantly, consider ICT in the social context of everyday use.

**Speakers include:** Kim Vicente (UofT, MIE), Shane Williams (UofT, FALD), Jonathan Grudin (Microsoft Research), David Martin (SMART Technologies Inc.), Martin Brooks (NRC), Andrew Dillon (Indiana University), Liss Jeffrey (byDesign-eLab & McLuhan Program, UofT), Colin Potts, (Georgia Tech), Gary Perlman (OCLC).

A KMDI panel will close the series and debate the question: **To what extent are we designing for people, and what are the social implications of failing to do so?**

Live webcasts will be available at: <http://ePresence.kmdi.utoronto.ca>  
At present, you must use Internet Explorer as your browser to experience  
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# FOR THE HEALTH OF IT

## Holidays are good for you

Professor Mel Borins has a unique prescription for good health and a long life that most people would be happy to take at this time of year — a vacation.

Borins, author of the new book *Go Away Just for the Health of It* (Wholistic Press), says holidays can sometimes be the best cure for stress, fatigue and other ailments of everyday life. "I believe it is not only helpful to go on a vacation but it is extremely healthful," said Borins, who teaches in the department of family and community medicine. "Taking time off from your busy life and going away is an important element of preventive medicine."

The book draws on both personal and scientific evidence to explain how escaping the daily routine can enhance people's general well-being. Borins cites case studies from his more than 25 years in family practice of people who transformed their physical, emotional and spiritual health by taking a trip. He also describes a number of large long-term studies that have shown people who regularly go on holiday have fewer heart attacks, improved intellectual functioning, better work efficiency and a higher level of life satisfaction than people who do not take vacations.

"Getting away helps you to distance yourself from the stressful parts of your life," Borins said. "It can help restore your perspective, give you new viewpoints and allow you to develop new strategies to cope." Borins takes his own advice and has travelled to almost every country in the world and the book includes several of his own travel adventures.

MEGAN EASTON

## Pay equity legislation little help to women

Ontario's pay equity legislation has made little difference in the lives of working women, a study by U of T economist Michael Baker and his

colleague Nicole Fortin at the University of British Columbia shows. The study is the first to take a comprehensive look at the impact of the province's controversial 1987 Pay Equity Act.

"Small firms didn't comply with the law," Baker said, "which is significant because close to two-thirds of Ontario women work for establishments with fewer than 100 staff." Fifty to 80 per cent of employers with fewer than 100 staff missed important deadlines for complying with the legislation.

Among those that did comply, the results also show that the legislation had little effect on the wages of Ontario women. "Changes in the wage gaps between men and women in Ontario and Quebec were very similar between 1987 and 1997," said Baker. Quebec provides a good comparison, he said, because it had relatively weak and underused pay equity laws during this period. He also suggests the legislation may in fact have had unintended effects. "Surprisingly, Ontario/Quebec comparisons reveal slower wage growth for Ontario women in traditionally male jobs and for men in female jobs in sectors of the labour market where compliance was reasonably complete."

Ontario was one of the first jurisdictions with a decentralized, diverse labour market to extend pay equity legislation to the private sector. "The lesson appears to be that simply taking pay equity law used primarily in the public sector and applying it to the private sector doesn't work very well," Baker said.

The study was presented recently to the U.S.-based National Bureau of Economic Research and to the Canadian International Labour Network. It was funded by Human Resources Development Canada, the Social Sciences and Humanities Research Council of Canada, CIRANO, FCAR Quebec and UC-Davis.

JUDY NOORDERMEER

## New year's resolution not enough help for smokers

While many people have made new year's resolutions to quit smoking, few will succeed in part because governments aren't doing enough to help them, according to an international group of researchers in a collection of essays on tobacco and public health.

Consumers are misled by terms such as "light" and "low tar," said Professor Roberta Ferrence, director of the Ontario Tobacco Research Unit in the Faculty of Medicine and senior scientist at the Centre for Addiction and Mental Health. "Smokers compensate by smoking more intensively and by covering the vent holes," she said. "But they're still getting a full dose and may even be smoking more because they believe the cigarette is less harmful." Unlike "low fat" foods, there is currently no industry standard for what constitutes a "light" cigarette.

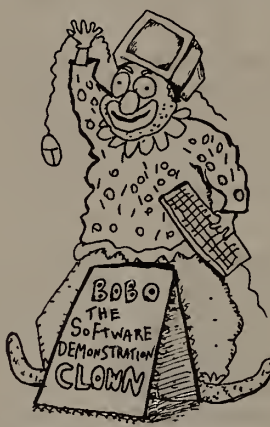
Providing therapies to help smokers quit should be straightforward, said Ferrence, one of the editors of *Nicotine and Public Health*. Ironically, nicotine replacement therapies like chewing gum and skin patches face greater regulation and are twice as expensive as cigarettes — despite being far less hazardous, she added.

For those who are unable to quit, cigarettes need to be made less harmful, Ferrence said, and new products should be developed to provide alternatives to smoking as well as to encourage abstinence. "However, these need to be carefully regulated to ensure that there is a net benefit to public health." The authors also

recommend moving cigarettes out of plain view of consumers, greater restrictions on marketing of tobacco products, toll-free numbers and package inserts to aid quitting and more research to help smokers quit.

Published by the American Public Health Association, *Nicotine and Public Health* is the result of a collaboration among the Ontario Tobacco Research Unit, the Centre for Addiction and Mental Health and the American Society for Addiction Medicine and involved tobacco researchers from Canada, the United States, England, Italy, Sweden and Switzerland.

STEVEN DE SOUSA



## Making how-to easy

How many times have you felt puzzled, stymied or downright frustrated with your computer or cell phone because you couldn't get it to do what you wanted? computer science professor Ronald Baecker wonders. The things that are supposed to help — the obnoxious paper clip on your computer or the 150- to 1,000-page

manuals — are as irritating as they are unhelpful and it's this gap between what users know and what they need to know that is the focus of Baecker's research.

The chair holder in human-computer interaction at the Bell Canada University Labs, Baecker's research in software visualization concentrates on applying multimedia, graphic design, cinematography, animation and audio to create "movies" that show users how to do tasks rather than simply telling them.

"Our society is becoming much more visually based. And quite frankly, some products just don't lend themselves to words or static diagrams; anyone who's had to assemble a computer desk or figure out a complex word-processing program via the manual knows what I mean," said Baecker.

The problem, he said, is that the technology available for creating videos has not been accessible to people who are not trained filmmakers or videographers. So he and his colleagues designed an easy-to-use software program written in JAVA that allows software companies to make movies about their products. Product manufacturers can now create how-to movies that can be accessed on their Web sites and downloaded over the Internet or distributed with products and played on a computer.

"A few years from now, I believe that everyone will expect to find visual support in the products that they purchase," Baecker concludes.

JANET WONG

MIKE ANDRECHUK

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## LETTERS

### QUESTIONING CHUN PROCEDURE REASONABLE

As *The Bulletin's* report indicates, Academic Board overwhelmingly voted against Professor Fred Wilson's and my motion that sought to reaffirm the primary responsibility of academic units in appointing academic staff, a motion that was designed to prevent a recurrence of what we view as procedural irregularities in the appointment of Dr. Kin-Yip Chun (Chun Process Disputed, Jan. 15).

This, for us, is a disappointing but completely understandable outcome. There are, however, two remarks attributed to Dean Carl Amrhein that are less acceptable.

The first is his reported assertion that "in my mind there is absolutely no way anyone can reasonably make the case that the administration did not follow proper procedure."

I would refer readers to the minutes of the September meeting of Academic Board on the U of T's Web site ([www.utoronto.ca/govcouncil/bac/reports/abrep/AB101September.pdf](http://www.utoronto.ca/govcouncil/bac/reports/abrep/AB101September.pdf)). At that meeting, I and other board members like Fred Wilson and Tony Key from physics raised a number of *procedural* criticisms of the appointment. These included lack of adequate consultation with members of the relevant academic unit (the physics department), no open advertising for the position and conditions of the so-called non-tenure-stream appointment that were more favourable than normal tenure-stream ones.

Accordingly, while I can understand that the dean disagrees with my (and some colleagues') view that serious procedural irregularities occurred, I reject and (as a member of an academic unit over which he holds administrative power) resent his claim that the case that I and others made at

the September Academic Board meeting was unreasonable.

The other statement that disturbs me is Dean Amrhein's assertion that "I have made it very clear that the decision to make the appointment that is being criticized here was made with the positive advice of the department chair in physics" and the implication that such "positive advice" of a chair constitutes adequate consultation with other members of the academic unit or even approaches the requirements for adequate consultation. Unless one is prepared to engage in an Orwellian rewriting of history, it is, to use Dean Amrhein's phraseology, not "reasonable" to claim that "positive advice" from the department chair constitutes adequate consultation for an academic appointment. These representations by the dean are, to me, indicative of the apparent shift in power, in the matter of individual academic appointments, from the university's academic units to its administration. This is regrettable to those of us who still view the university's prime mission to be the epistemological one of a search for truth that is guided by expertise in various disciplines, rather than by conformity with various ideologies, be these of the left or of the right.

JOHN FUREDY  
PSYCHOLOGY

### FEMINIST ANALYSES AN UNDERLYING ISSUE

The brouhaha precipitated by Professor Charles Rackoff's characterization of Montreal Massacre memorial services reminded me of *Los Angeles Times* editorial writer Phil Kerby's observation: "Censorship is the strongest drive in human nature; sex is a weak second." As those interested in promoting informed debate on

difficult issues attest, freedom of speech means nothing if it does not mean the right to offend. In this respect, from the most senior levels of the university down, responses to Rackoff overwhelmingly displayed offence, conveying little of substance. Whatever one chooses to make of Rackoff's remarks, there is a serious underlying issue: feminist analyses of violence against women are, at best, controversial.

I cite two examples. First, in 1993 Carleton University's Walter Dekeserdy and Katharine Kelly published a study claiming to show that female university students are subject to pervasive violence in dating relationships. Their figures were high because they interpreted abusive remarks as a form of violence, but far more disturbing was an analysis by Bishops University's Edwina Taborsky and a colleague, Reena Sommer, showing that Dekeserdy and Kelly ignored evidence that, in almost all the categories they used, females

matched males in initiating such incidents. Worse still, the questions Dekeserdy and Kelly asked in their own survey gave males no opportunity to report female violence. Their work seems classic pseudoscience: evidence is used only insofar as it is consistent with foregone conclusions.

Second, the 1993 Report of the Canadian Panel on Violence Against Women has been embroiled in controversy. One of the panel members was forced to retract a public accusation that a well-known researcher on family violence, who had produced evidence that it was very much a two-way phenomenon, was himself a wife beater. Trent University's John Fekete lambastes the report for its exaggerations, absurdities and sloppy research and shows that it treats violence as a metaphor for everything about Canadian society that the panel members do not like. As others have noted, Canadians paid \$10 million for a collection of clichés.

In *When She Was Bad*, Canadian journalist Patricia Pearson concludes that feminist analyses obfuscate the problem of understanding violence. Many of my colleagues intuitively sense this difficulty, so they are uncomfortable about participation in Montreal Massacre remembrances. This is indeed sad, because it could be a uniquely Canadian way of reminding us that, even in civil societies, we must continue to confront violence, no matter what the race or sex of its victims may be.

PHILIP SULLIVAN  
AEROSPACE STUDIES

### LETTERS DEADLINES

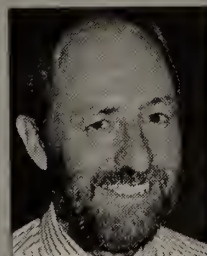
FEBRUARY 2 FOR FEBRUARY 12  
FEBRUARY 16 FOR FEBRUARY 26  
Letters may be edited for brevity or clarity. When submitting letters, please include a telephone number and, if possible, an e-mail address.

## ON THE OTHER HAND

BY NICHOLAS PASHLEY

### FEELING HIP AND WORLDLY

ANOTHER NEW YEAR AND I HOPE that Santa was as generous to you as you deserved, or with luck more so. If we got what we deserved, after all, the economy would crash. And how exciting that we had a white Christmas. Well, when I say we, I mean you. Mrs. On-the-Other-Hand and I skipped town and went off to an island paradise: England.



As island paradises go, England at Christmas is a titch on the grey side, it's true, but you can't tell because there are so few hours of daylight. The sun — such as it is — rises in the south and sets in the south shortly thereafter. It is essential, therefore, to organize one's sightseeing to maximize the hours of daylight and get the absolute most out of one's holiday. Unless you're like us.

Not that we were completely idle. We saw the new Tate Modern and the British Museum's handsome Great Court. We caught a portion of Pinter and a smidgen of Sondheim and were glad we did. I even got to two football matches. But these flurries of activity were the exceptions to the rather more slothful norm.

In a book called *McCarthy's Bar*, travel writer Pete McCarthy posits his first rule of travel: on arrival buy a local paper and have a drink. Unfortunately I couldn't remember his second rule of travel so we pretty much kept to the first one. Given that every day brings a new whack of newspapers, we hardly needed a second rule. Some travellers need the rush of climbing Ben Nevis barefoot before breakfast to make them feel truly alive. Mrs. O-t-O-H and I are not like that. For us the frisson of turning up at Lewes Arms carrying that day's *Independent*, *Guardian*, *Times*, *Daily Mail* and *Brighton and Hove Evening Argus* rivals what Orville Wright must have felt at Kitty Hawk.

As always there were a few news stories that

dominated. The weather of course. The decline of the Queen's English as spoken by the Queen and the crankiness of Princess Anne. The apparently utterly awfulness of Jeffrey Archer's new play (since closed, alas), which starred the egregious lord himself. We read far too much about a 30-something disk jockey unknown to us who had taken up with an 18-year-old pop starlet even more unknown, but it was widely felt to be a PR exercise aimed at helping both careers.

What really caught my eye was an article in *The Times* about mathematicians and the way they are perceived by young people. Given that I work several feet away from the Fields Institute on this campus, I'm interested in mathematicians. I was never much good at math myself but I have to marvel at the energy fields generated by the intense level of thought at the building next door. When they're really cooking you can see the snow melting outside the math building faster than anywhere else.

A seven-country study, however, reveals that children of 12 and 13 see their math teachers as fat, unkempt, unworldly nerds who have no friends except other mathematicians. I was reminded of the story of Norbert Wiener, the founder of cybernetics, who taught at MIT. Having recently moved, Wiener came home one day to the right neighbourhood but was unable to find his house. Spying a little girl, he asked her if she knew where Norbert Wiener the mathematician lived. "Yes, daddy," the little girl replied, "we've been looking for you."

Mathematicians, as the study exposed, need a little work on their image, but we booksellers next door love them just the way they are. They're the only people on campus who make us feel hip and worldly.

Nick Pashley buys, sells and reviews books for the U of T Bookstore.

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# EVENTS



## LECTURES

### A New Theory of Reading and Listening.

THURSDAY, FEBRUARY 1

Prof. Edward Chamberlin, English and Centre for Comparative Literature. Croft Chapter House. 3 p.m. *Comparative Literature*

### The Solitary Reaper: Reclaiming the Silenced Voices From Scotland's Southernmost Gaidhealtachd.

THURSDAY, FEBRUARY 1

Michael Newton, Gaelic lecturer and journalist. Room 100, Carr Hall, St. Michael's College. 6 p.m. *Celtic Studies*

### Aristotle on the Unity and Disunity of Science.

FRIDAY, FEBRUARY 2

Prof. James Lennox, University of Pittsburgh; Jackman lecture. 161 University College. 4 p.m. *Classics, Philosophy, IHPST and Office of the Provost*

### Talking.

SUNDAY, FEBRUARY 4

Prof. Kevin Munhall, Queen's University. Auditorium, Medical Sciences Building. 3 p.m. *Royal Canadian Institute*

### Acts of Becoming: Liberatory Practices in Drama and Education.

MONDAY, FEBRUARY 5  
Prof. Kathleen Gallagher, OISE/UT. 2nd floor, OISE/UT, 252 Bloor St. 8 p.m. *Women's Studies in Education, OISE/UT*

### Dear Wilde: The Life and Work of Sir William Wilde, Antiquary, Demographer, Folklorist, Surgeon

THURSDAY, FEBRUARY 8

Michael Ryan, visiting scholar, Celtic studies. Father Madden Hall, St. Michael's College. 6 p.m. *Celtic Studies*

### More From Loess: Battling Soil Erosion in the Loess Plateau of Northern China.

SUNDAY, FEBRUARY 11

Prof. Barbara Murck, earth science, U of T at Mississauga. Auditorium, Medical Sciences Building. 3 p.m. *Royal Canadian Institute*

## COLLOQUIA

### Modes of Plasticity in the Circadian System.

WEDNESDAY, JANUARY 31

Prof. Shimon Amir, Concordia University. 2117 Sidney Smith Hall. 4 p.m. *Psychology and Program in Neuroscience*

### Collective Dynamics of Coupled Neurons.

THURSDAY, FEBRUARY 1

Prof. Carson Chow, University of Pittsburgh. 102 McLennan Physical Laboratories. 4:10 p.m. *Physics*

### Design, Synthesis and Characterization of New Supramolecular Materials.

FRIDAY, FEBRUARY 2  
Prof. James Wuest, University of Montreal. 158 Lash Miller Chemical Laboratories. 3:30 p.m. *Chemistry*

### Natural Recovery From Substance Abuse: Findings and Clinical Implications.

WEDNESDAY, FEBRUARY 7

Prof. Linda Sobell, Nova Southeastern University. 2117 Sidney Smith Hall. 4 p.m. *Psychology*

### Inside-Out Chemistry: Non-Lithographic Approaches to Forming Photonic Band Gap Materials.

FRIDAY, FEBRUARY 9

Prof. Vicki Colvin, Rice University. 158 Lash Miller Chemical Laboratories. 3:30 p.m. *Chemistry*



## SEMINARS

### Measuring Up: What Makes a Good Scale.

WEDNESDAY, JANUARY 31

Prof. David Streiner, psychiatry. 968 Mt. Sinai Hospital. Noon. *Samuel Lunenfeld Research Institute*

### Unfinished Business: The International Environmental Agenda.

WEDNESDAY, JANUARY 31

Elizabeth Dowdeswell, former executive director, United Nations Environmental Program. 2093 Earth Sciences Centre. 4 p.m. *Environmental Studies*

### Pharmacogenetics of Drug Metabolism: Tobacco Addiction.

WEDNESDAY, JANUARY 31

Kerri Schoedel, PhD candidate, pharmacology. 4227 Medical Sciences Building. 5 p.m. *Toxicology Student Association, Pharmacology*

### Equality vs. Tolerance? The "Jewish Question" and the "Woman Question."

FRIDAY, FEBRUARY 2

Prof. Wendy Brown, University of California at Berkeley. Solarium, Falconer Hall, 84 Queen's Park. 2:10 to 4 p.m. *Political Science and Law & Feminism Workshop*

### Identifying New Roles for AB13 in Plant Development.

FRIDAY, FEBRUARY 2

Siobhan Brady, PhD proposal. B142 Earth Sciences Centre. 3 p.m. *Botany*

### The Failure of Democratic Governance in Pakistan.

FRIDAY, FEBRUARY 2

Prof. Robert LaPorte, Pennsylvania State University. 108N Munk Centre for International Studies. 3 to 5 p.m. *Joint Centre for Asia Pacific Studies*

### The Tumour Suppressor Rb as a Survival Factor.

MONDAY, FEBRUARY 5

Dr. Eldad Zacksenhaus, Toronto General Hospital. 2172 Medical Sciences Building. 4 p.m. *Laboratory Medicine & Pathobiology*

### Dynamic Nucleocytoplasmic Glycosylation: A Glucose-Responsive Modulator of Phosphoregulation.

WEDNESDAY, FEBRUARY 7

Prof. Gerald Hart, Johns Hopkins School of Medicine. 968 Mt. Sinai Hospital. Noon. *Samuel Lunenfeld Research Institute*

### Metabolic Engineering: A Tool for Understanding Human Disease.

WEDNESDAY, FEBRUARY 7

Prof. Martin Yarmush, Harvard Medical School. 116 Wallberg Building. 12:30 p.m. *Chemical Engineering & Applied Chemistry*

### Pesticides, Social Justice and Women Agricultural Workers

### in South Africa: A Developing Country Perspective.

THURSDAY, FEBRUARY 8

Prof. Leslie London, University of Capetown.

### Changing Agrosystem Management to Reduce Pesticide Use and Improve Human Health.

Donald Cole, Institute for Work and Health of Ontario. 2093 Earth Sciences Centre. Noon. *Environmental Studies*

### Regulation of Proteolysis During the Cell Division Cycle of the Yeast *Saccharomyces cerevisiae*: Functional Analysis of Hctt1.

THURSDAY, FEBRUARY 8

Dr. Michael Schwab, University of Stuttgart. 968 Mt. Sinai Hospital. Noon. *Samuel Lunenfeld Research Institute*

### IGF-IR Signal Transduction in Tumorigenesis and Apoptosis.

THURSDAY, FEBRUARY 8

Dr. D. LeRoith, National Institutes of Health, Bethesda. 3231 Medical Sciences Building. 4 p.m. *Physiology*

### Donors, Patrons and Civil Society: Conservation and Environmental Politics in Postwar Lebanon.

FRIDAY, FEBRUARY 9

Prof. Paul Kingston, political science. 208N Munk Centre for International Studies. Noon to 2 p.m. Registration: [cis.general@utoronto.ca](mailto:cis.general@utoronto.ca)

### Path Dependency: From the Economics of QWERTY to Innovation Systems and Welfare Regimes.

FRIDAY, FEBRUARY 9

Prof. David Wolfe, political science. 3050 Sidney Smith Hall. 2 to 4 p.m. *Political Science*

### Why Some Fruits Are Toxic When Ripe: Phylogeny and Ecology in the Genus *Solanum*.

FRIDAY, FEBRUARY 9

Prof. Martin Cipollini, Berry College, Georgia. B142 Earth Sciences Centre. 3 p.m. *Botany*

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## ANNOUNCEMENT OF THE TASK FORCE ON TECHNOLOGY-ASSISTED EDUCATION

The Provost is pleased to announce the establishment of a Task Force on Technology-Assisted Education, with the following membership:

Sheldon Levy, Vice-President Government and Institutional Relations (Chair); Carl Amrhein, Dean, Faculty of Arts and Science; Mary Barrie, Director, School of Continuing Studies; Carl Corter, Associate Dean, Research, OISE/UT; Joseph D'Cruz, Director, Global Executive MBA Program, Rotman School of Management; Richard Frecker, Associate Dean, Undergraduate Medical Education, Faculty of Medicine; Jack Gorrie, Provost's Advisor on Information Technology; Lynne Howarth, Dean, Faculty of Information Studies; Michael Marrus, Dean, School of Graduate Studies; Shaker Meguid, Wallace G. Chalmers Chair, Faculty of Applied Science and Engineering; Carole Moore, Chief Librarian, UofT Library; Mariel O'Neill-Karch, Associate Dean, Humanities, Faculty of Arts and Science; Bruce Rolston, Manager, Web and Info Services, Department of Public Affairs; Paul Thompson, Principal, University of Toronto at Scarborough; Jutta Trevisanus, Director, Centre for Academic Technology and ATRC; Carolyn Tuohy, Deputy Provost; Donna Wells, Associate Dean, Education, Faculty of Nursing; Rob Wright, Director, Knowledge Media Design Institute

In April 2000, the Provost received the Report of the Task Force on Academic Computing and New Media, chaired by Principal Paul Thompson, the full text of which may be found at <http://www.utoronto.ca/provost/tfacnm/report.htm>. Many of the recommendations of the Thompson Report are in the process of being implemented. The Provost's Response to the Thompson Report is located on the web at <http://www.utoronto.ca/provost/tfacnm/response.htm>. The mandate of the Task Force on Technology-Assisted Education is to pick up from the work of the Thompson Task Force and to consider how the University should move forward in using and developing internet-based educational tools, with a particular emphasis on identifying opportunities in distance education.

In carrying out its mandate, the Task Force will:

- \* Review the distance education initiatives currently underway at UofT.
- \* Survey the use of instructional media in distance teaching and learning at peer institutions, including the development of consortia in distance education.
- \* Gather input and ideas from the University community regarding the appropriate extent of involvement in distance education.
- \* Develop a framework within which to answer the questions raised by involvement in distance education:
  - Should we offer both credit and non-credit courses by distance education?
  - Should we offer full credit programs by distance education?
  - Do we want to develop and deliver our own courses or do we want to join a consortium?
  - Will we develop technology-assisted-education products for licensing or strictly for use in our own programs?
  - What services are required to support faculty in the use and development of instructional distance media?
- \* Investigate possible sources, public and private, for funding the development of courseware for distance education.

Submissions related to the terms of reference of the Task Force are sought from all interested members of the University community and should be sent to the Secretary of the Task Force, Carol Robb (Office of the Vice-President and Provost, Room 221, Simcoe Hall / 416-978-6662 / [carol.robb@utoronto.ca](mailto:carol.robb@utoronto.ca)) by February 28, 2001. The Task Force will report by May 31, 2001.





# EVENTS

## Human Trafficking, Transnational Organized Crime and the Canadian Policy Response.

**FRIDAY, FEBRUARY 9**  
Prof. Sharryn Aiken, York University.  
108N Munk Centre for International Studies. 3 to 5 p.m. *Joint Centre for Asia Pacific Studies*

## Efficacy, Safety and Cost Effectiveness: Views of CAM Practitioners.

**MONDAY, FEBRUARY 12**  
Prof. Em. Merrijoy Kelner, community health, and Beverly Wellman, Institute for Human Development, Life Course & Aging. Conference Room, 222 College St. Noon to 1:30 p.m. *Human Development, Life Course & Aging*

## Functional Roles of GSK-3 in Gene Regulation and Disease.

**MONDAY, FEBRUARY 12**  
Dr. Jim Woodgett, Ontario Cancer Institute. 2172 Medical Sciences Building. 4 p.m. *Laboratory Medicine & Pathobiology*



## MEETINGS & CONFERENCES

### Committee on Academic Policy and Programs.

**WEDNESDAY, JANUARY 31**  
Council Chamber, Simcoe Hall. 4:10 p.m.

### Governing Council

**THURSDAY, FEBRUARY 8**  
Council Chamber, Simcoe Hall. 4:30 p.m.

## Great Goddesses of the Ancient Near East: Egypt, Mesopotamia and the Levant.

**SATURDAY, FEBRUARY 10**  
Mini-symposium. Professor Lise Manniche, University of Copenhagen (Egypt); Professor Joan Goodnick Westenholz, Bible Lands Museum, Jerusalem (Mesopotamia); and Professor Johanna Stuckey, York University (the Levant). Auditorium, Earth Sciences Centre. 9 a.m. Registration fee: \$10, students \$5; free to members of the Canadian Society for Mesopotamian Studies or Society for the Study of Egyptian Antiquities. *Canadian Society for Mesopotamian Studies and Society for the Study of Egyptian Antiquities*

### University Affairs Board.

**TUESDAY, FEBRUARY 13**  
Council Chamber, Simcoe Hall. 5 p.m.



## MUSIC

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#### Thursday Noon Series.

**THURSDAY, FEBRUARY 1**  
Lecture by Murray Schafer, visiting composer-in-residence. Walter Hall. 12:10 p.m.

## Wind Symphony and Concert Band.

**FRIDAY, FEBRUARY 2**  
Stephen Chenette and Jeffrey Reynolds, conductors. MacMillan Theatre. 8 p.m. Tickets \$12, students and seniors \$6.

## U of T Symphony Orchestra.

**SATURDAY, FEBRUARY 3**  
Raffi Armenian, music director and conductor. MacMillan Theatre. 8 p.m. Tickets \$12, students and seniors \$6.

## Voice Student Performances.

**TUESDAY, FEBRUARY 6**  
Featuring students in the voice program. Walter Hall. 12:10 p.m.

## Year of the Piano Celebration Series.

**FRIDAY, FEBRUARY 9**  
Jane Coop, piano; 2000-2001 Wilma & Clifford Smith Visitor in Music. Walter Hall. 8 p.m. Tickets \$20, students and seniors \$10.



## PLAYS & READINGS

### Beothuk.

**WEDNESDAY, JANUARY 31 TO SATURDAY, FEBRUARY 3**  
Directed by Barry Freeman. Leigha Lee Browne Theatre, U of T at Scarborough. Performances at 8 p.m. Tickets \$10, students and seniors \$8. Box Office: 416-287-7007.

### Lorna Crozier.

**TUESDAY, FEBRUARY 6**  
A reading by Lorna Crozier. Room R3232, U of T at Scarborough. 1 p.m. Information: 416-287-7007. *Cultural Affairs Literary Committee, Scarborough*

### En Pièces Détachées.

**THURSDAY, FEBRUARY 8 TO SATURDAY, FEBRUARY 10; WEDNESDAY, FEBRUARY 14 TO SATURDAY, FEBRUARY 17**  
By Michel Tremblay; translated by Allan Van Meer; directed by Duncan McIntosh. Theatre Erindale production. Erindale Studio Theatre, U of T at Mississauga. Performances at 7:30 Wednesday and Thursday; Friday and Saturday 8 p.m.; final Saturday matinee 2 p.m. Tickets \$10, students and seniors \$7, Wednesday, Thursday and Saturday matinee; Friday and Saturday \$12, students and seniors \$8. Box office: 905-569-4369.



## EXHIBITIONS

### THOMAS FISHER RARE BOOK LIBRARY The Culture of the Book in the Scottish Enlightenment.

**TO FEBRUARY 2**  
In addition to printed works the exhibition also includes prints by Hogarth, glass enamel portraits by James Tassie and a replica of the Portland vase. Hours: Monday to Friday, 9 a.m. to 5 p.m.

### NEWMAN CENTRE Religious Works on the Christmas Theme.

**TO FEBRUARY 2**  
Vladimir Prokhorov, Micheline Montgomery, Janna Krupko and Laurie

Linhand Selles. Ground floor. Hours: Monday to Friday, 9 a.m. to 5 p.m.

## JUSTINA M. BARNICKE GALLERY HART HOUSE

**FEBRUARY 1 TO MARCH 1**  
Bertram: 20 Years, 1980-2000. Ed Bertram, engravings and etchings. East Gallery.

## Shock Absorber: New Eyes for TV.

David Rokeby, interactive sound and video installation. West Gallery. Gallery hours: Monday to Friday, 11 a.m. to 7 p.m.; Saturday and Sunday, 1 to 4 p.m.

## ROBERTS LIBRARY

**U of T Press 100th Anniversary. FEBRUARY 5 TO FEBRUARY 28**  
Samples of books published by U of T Press over the past 100 years. 2nd floor. Hours: Monday to Friday, 8:30 a.m. to

midnight; Saturday, 9 a.m. to 10 p.m.; Sunday, 1 to 10 p.m.



## MISCELLANY

### An Evening With Naomi Klein.

**THURSDAY, FEBRUARY 1**  
An evening with Naomi Klein, weekly columnist for *The Globe and Mail* and author of *NO LOGO: Taking Aim at the Brand Bullies*. Auditorium, OISE/UT, 252 Bloor St. W. 5 to 7 p.m. Tickets \$10, students \$5; free to Association for Media Literacy members. *Association for Media Literacy (Ontario)*

### Choosing Child Care That Works for Your Family.

## THURSDAY, FEBRUARY 8

Session covers types of care available, costs, evaluation of caregivers and other information parents need to make the best decision for their children. Family Care Office, Koffler Student Services Centre. Noon to 1:30 p.m. To register call 416-978-0951 or e-mail family.care@utoronto.ca. *Family Care Office*



## DEADLINES

Please note that information for Events listings must be received in writing at The Bulletin offices, 21 King's College Circle, by the following times:

Issue of February 12, for events taking place Feb. 12 to 26: MONDAY, JANUARY 29.

UNIVERSITY OF TORONTO

# THE BULLETIN

EDITOR: Jill Rutherford • jill.rutherford@utoronto.ca

ASSOCIATE EDITOR: Ailsa Ferguson • ailsa.ferguson@utoronto.ca

PRODUCTION: Michael Andrechuk • C.A.Zyvatkauskas • Camelia Linta

ADVERTISING/DISTRIBUTION: Joan Rogers • joan.rogers@utoronto.ca

DIRECTOR: Susan Bloch-Nevalte • s.bloch.nevalte@utoronto.ca

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# DONSHIP POSITIONS

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40 Willcocks Street

416-978-8875

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## THEM AMONGST US

*A war crimes judge says there's a strong link between personal criminal accountability and world peace.*

BY LOUISE ARBOUR

*The following is an excerpt from the Senator Keith Davey annual lecture, given by Justice Louise Arbour at Victoria University Jan. 11.*

ON SEPT. 4, 1998, JEAN KAMBANDA, the former prime minister of Rwanda, pleaded guilty before an international tribunal to genocide, conspiracy, public incitement and complicity in genocide, and the crimes against humanity of murder and extermination, thereby admitting his role in the extermination of over half a million of his own people. He was sentenced to life imprisonment. In reviewing the factors which could mitigate the severity of the sentence, the trial chamber made the following observation:

"Jean Kambanda declared in the Plea Agreement that he had resolved to plead guilty even before his arrest in Kenya and that his prime motivation for pleading guilty was the profound desire to tell the truth, as the truth was the only way to restoring national unity and reconciliation in Rwanda. Jean Kambanda condemned the massacres that occurred in Rwanda and considers his confession as a contribution towards the restoration of peace ...".

In October 2000, his appeal challenging the validity of his guilty plea and the length of his sentence was dismissed.

This was the single most important and significant event in the emerging history of the two international tribunals with which I have been associated, the International Criminal Tribunal for the former Yugoslavia, and its sister institution for Rwanda. Yet it received little attention, even in Africa. When Kambanda pleaded guilty, his public admission of guilt was a major blow to the revisionism which was already implanting itself, not so much in Rwanda but in neighbouring communities. But it also inevitably fell short of providing a forum in which the complex story of the Rwandan genocide could begin to be told, believed and understood.

My experience with the ad hoc tribunals has persuaded me of the need to develop international criminal law as an autonomous discipline with an indigenous set of rules and principles that reflect its unique mission and the peculiar environment in which it operates.

THE ORGANIZING PRINCIPLE WHICH SHOULD GUIDE THE choices of procedural models for [the soon to be] permanent [international criminal] court as well as for the ad hoc tribunals is the link between personal criminal accountability and peace. This is not a long stretch for criminal law. In the Anglo-American tradition a crime is conceived as a breach of the peace. This is why a police officer is called a peace officer. This explains my puzzlement when I was told, in Bosnia, for example, that I should not call on NATO troops to assist in the arrest of indicted war criminals because, as it was often put to me, "peacekeepers are not police officers." I thought they were.

In the early stages of the launching of the tribunals, the main rationale often advanced for their existence was that they were to be an instrument not only of peace but of reconciliation amongst people by removing the taint that the crimes of their leaders imposed on entire populations. It is argued that the imposition of personal criminal responsibility will serve to remove the legacy of collective guilt and responsibility. That argument, in my view, is only partially useful. It is not all that convincing when the persons targeted for prosecution were elected leaders who enjoyed sustained support from the population while their widespread and systemic crimes were unfolding in a blatant and widely reported manner.

This becomes even more problematic when the criminal activities engineered or tolerated by the leaders required the massive participation of large segments of the population such as in Rwanda. Finally, this eradication of group guilt is also difficult when the crimes perpetuated by the leaders were



linked to the advancement of group claims of entitlement based on historical grievances, or worse, assertions of racial, ethnic or religious superiority.

I would suggest that in addition to this rationale for personal criminal responsibility the holding of an international trial is in itself a major step towards peace and reconciliation. Not that the trial process has an immediate calming effect: quite the opposite. It disturbs the semblance of peace that comes sometimes from ignorance, often from silence. But even more than the punishment of the perpetrator, the process itself speaks the language of peace. The integrity of the criminal justice system in this country is so well entrenched that we can easily forget what it tells us about who we are and how we live.

Our capacity to submit our disputes to legal process, and more important, to forego all responses to injury except those sanctioned by law is the hallmark of our choice to live in peace with each other and to stay the hand of vengeance.

If we are to embrace this vision for international war crimes trials, we must make a fundamental choice about the type of trial we use. One is to proceed in a narrowly focused, clinical fashion, apparently oblivious to any issue not directly relevant to the guilt or innocence of the individual charged. The second model is to commit to the exposition of the larger picture, to paint the broad and complex historical fresco, not only to expose and record individual guilt but to exploit the dramatic stage of the trial to construct the collective memories upon which both victims and perpetrators, indeed whole nations, will be cleansed of their brutal past.

### INTERNATIONAL LAW REACHES OUT TO THOSE WHO LIVE IN STATES WHERE NONE ARE SAFE, AND NONE ARE FREE

A commitment to the latter model has considerable appeal. However, one questions whether it is realistic for a criminal prosecutor to undertake the task of an historian. History leaves room for doubt. It is a fluid project, a story in motion, which strives for a reconstruction of the past informed, understood and therefore revised in light of the present and even of the future. Justice, on the other hand, imposes irreversible conclusions. It binds itself to a permanent and official

interpretation of facts. It favors detailed reconstructions of well-defined, narrowly-based events, to a high standard of proof. Revision, and worse, error, must be kept to a minimum, both for the sake of those who have suffered and for the sake of the credibility and legitimacy of justice itself...

The Doctor's Trial at Nuremberg [which opened on Dec. 6, 1946] provides the most compelling case for a conception of investigation, prosecution and trials before international courts that embrace a purpose much larger than most domestic criminal trials. As physician and bioethicist Michael Grondin has argued, the Nuremberg Code became "the hallmark for all subsequent discourse on the ethics of human experimentation. Because the code was written in response to the acts of a scientific and medical community out of control, it is not surprising that voluntary informed consent was its critical centerpiece and the protection of human subjects its paramount concern."

It is with this broad conception in mind that the work of international judicial institutions should be evaluated. It should avoid the glorification of individual defendants to the point of writing off the entire enterprise if they are not tried and convicted. And it should resist the pressure for the speediest disposition of the largest number of cases.

In addition to the virtues of speedy disposition, there are other lessons emerging from the modern international criminal prosecution efforts. They will continue to demonstrate that personal criminal responsibility for war crimes and crimes against humanity can find its proper place as an integrated measure, at play with other forms of international intervention, by which to promote peace and ensure for all human rights holders an appropriate balance between security and liberty. This balance is best expressed by Herbert Packer in *The Limits of the Criminal Sanction*:

"Law, including criminal law, must in a free society be judged ultimately on the basis of its success in promoting human autonomy and the capacity for individual human growth and development. The prevention of crime is, ... however, a negative aspect and one which, pursued with single-minded zeal, may end up creating an environment in which all are safe but none is free."

IN SEARCHING FOR AN APPROPRIATE FOUNDATION FOR THE emerging discipline of international criminal justice, we have little to fear from the overreach of legal repressive measures. Packer's concerns were directed at powerful states, not failed ones. International criminal law reaches out to those who live in states where none are safe, and none are free.

Yet when we have to use repressive legal measures like criminal penalties, it is critical to remember, as Packer observed, that the ultimate goal of law in a free society is to liberate rather than to restrain. Of particular significance, in my view, in the international context, Packer adds the following: "...the singular power of the criminal law resides ... in its effect on the rest of us. That effect ... includes elements of coercion and of terror: if I do as he did, I too shall suffer for it. But it also includes conscious and unconscious moralizing and habit-forming effects that go far beyond the crassness of a narrowly conceived deterrence."

Expressed this way, the aim of the criminal sanction cannot be reduced to an exact measurement of its potential deterrent effect. Rather, it serves to affirm a shared preference for law-abiding conduct, which then becomes the basis upon which a community of like-minded individuals, or nations, is formed. In addition to relying on classic deterrence by threats, it relies on the appetite, and indeed the basic need, for belonging. In that context, it is truly astonishing that powerful perpetrators of atrocities have not only remained unpunished over the years but that they have not even been ostracized. It is the "them amongst us" that must be addressed through the exposition of their crimes — because as long as they are among us, we are them.